



**SOUTH CAROLINA
BUDGET AND CONTROL BOARD
ACCOUNTABILITY REPORT**

2011-2012

Agency Name: Technical College of the Lowcountry
Date of Submission: September 17, 2012
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SECTION I—EXECUTIVE SUMMARY

Vision

The Technical College of the Lowcountry will be the premier academic institution — visionary, vibrant, and valued — engaged in leading the region to economic prosperity by providing innovative workforce solutions.

Mission

One of sixteen colleges comprising the South Carolina Technical College System, the Technical College of the Lowcountry (TCL) traces its origin to the Mather School founded in 1868. The College is a comprehensive, public, two-year college dedicated to serving the diverse educational needs of the rural counties of Beaufort, Colleton, Hampton, and Jasper. The College annually serves approximately 10,000 credit and continuing education students—a mix of traditional, non-traditional, full-time, and part-time.

The Technical College of the Lowcountry provides quality, affordable academic and technical programs leading to associate degrees, diplomas, and certificates in an environment fostering excellence in teaching and learning. The College prepares graduates with knowledge and skills for transfer to senior colleges and universities and for careers in computer technology, industrial technology, engineering technology, occupational technology, business, health sciences, and public service.

The College serves as an effective partner in the economic and human resource development of the Lowcountry. As an open admissions institution, the Technical College of the Lowcountry offers academic, transfer, and specialized programs. Offerings include developmental education; arts and sciences; career development; specialized, contract courses tailored for specific businesses and industries; and continuing education to meet the workforce needs of the Lowcountry. In addition to responding to local and regional needs of the area, the College recognizes that state, national, and international issues affect the lives of the citizens of the Lowcountry and responds to these issues appropriately.

In support of its educational programs and services the College offers comprehensive student development services to all who seek to better their lives through education. In an atmosphere of shared values, the College encourages creativity, innovation, and resourcefulness among its students, faculty, staff, and administrators. With a commitment to excellence, the Technical College of the Lowcountry creates a positive, student-centered environment. The College empowers individuals by enabling them to learn and to develop throughout their lifetimes.

Adopted by the TCL Area Commission: November 18, 2002

Approved by the Commission on Higher Education: January 9, 2003

Reaffirmed and Modified by the TCL Area Commission: October 8, 2009

Modifications Approved by the Commission on Higher Education: November 24, 2009

Reaffirmed by the TCL Area Commission: October 27, 2011

Major Achievements 2011-2012

Facilities

- TCL and Hampton County completed the \$1.2 million Hampton Campus renovation. The renovation features a new façade while showcasing new windows, HVAC system, electrical system, restrooms, and flooring. The building interior was reconfigured to accommodate new programs in areas such as welding and computer numerical control (CNC) machine tool technology. In addition, the project included the upgrade of equipment and increased capacity for existing programs in computer science, certified nursing assistant, and building construction technology. TCL, Hampton County, and grants from the U.S. Department of Commerce-Economic Development and Administration and the South Carolina Department of Commerce—Community Development Block Grant Program funded these improvements.
- TCL and Colleton County opened the Colleton Career Skills Center in August, 2011. The 23,000 square-foot training center is operated by TCL in partnership with Colleton County. The Center was funded by a variety of sources, including the S.C. Department of Commerce, the U.S. Department of Commerce—Economic Development Administration, Colleton County Council, Colleton County School District, and TCL. The facility includes four training labs and four classrooms, giving it flexibility to meet a variety of training needs for Colleton County. The facility houses a multi-tiered auditorium with internet and video conferencing technology, and it will be available to area businesses for training and conference needs.
- The New River Campus building was named for former TCL Area Commission Chairman Angus Cotton in November, 2011.
- TCL opened a new biotechnology lab on the Beaufort Campus in November, 2011.
- The College completed the redesign and construction of the Beaufort Campus entrance and access roads to ensure pedestrian safety and to enhance the College's appearance.

Student Learning

- TCL's graduates from the cosmetology, massage therapy, radiological technology, and physical therapist assistant programs earned 100 % first-time pass rates on the national professional licensure examinations. In addition, the Radiological Technology program graduates have achieved national professional licensure examination 100% first-time pass rates for seven consecutive years.
- TCL chartered the Gamma Phi Gamma Chapter of The American Criminal Justice Association Lambda Alpha Epsilon in September, 2011.
- While TCL has increased the total credit hours delivered (fall and spring) by 39% since 2007-2008, the College has maintained an excellent student-faculty ratio, currently at 17:1.
- During 2011-2012, TCL conferred 474 awards, a 61% increase in the number of awards over 2007-2008.

Programs and Services

- Developed an 18-month Comprehensive Strategic Enrollment Management (SEM) Plan.
- The U.S. Department of Education awarded TCL \$3.65 million in grant funding to support African-American students: 1) Predominately Black Institutions (PBI) Competitive Grant (PILAU) in the amount of \$600,000 a year for four years and 2) PBI Formula Grant in the amount of \$250,000 a year for five years for developmental support services and curriculum changes.
- The U.S. Department of Education awarded TCL a 5-year TRIO Grant – Talent Search in the amount of \$340,728 for the first year.
- The National Science Foundation awarded TCL the Advanced Technological Education (ATE) Grant in the amount of \$199,200 over three years for the Agriscience Biotechnology Program.
- The U.S. Department of Labor awarded TCL the Mine, Safety and Health Program grant in the amount of \$65,831 for one year. The U.S. Department of Education awarded TCL a five-year grant for TRIO – Upward Bound in the amount of \$327,477 for the first year.

Key Strategic Goals

- Create a Portal to the Future
- Capitalize on Valued Partnerships
- Create Vibrant Learning Environments
- Grow and Enhance Resources
- Optimize Access and Success
- Provide an Innovative and Qualified Workforce

Key Strategic Challenges

Operational

- The College's fall enrollment increased by 39% from Fall 2007 to Fall 2011 while state funding decreased by 49% and county funding decreased by 13%. With decreasing state and county funding, TCL will be more dependent on tuition revenue. TCL faced the challenge of a 6% decrease in enrollment from Fall 2010 to Fall 2011, coupled with decreasing funding.
- The College has aging facilities that need renovation. New River Campus enrollment growth rate of 85% from Fall 2007 to Fall 2011 has put space constraints on the one building. The College must continually upgrade its systems and improve processes to meet the needs of growth in its service area.
- Rapid shifts in technology and knowledge-life affect every aspect of the institution's infrastructure and the professional development needs of faculty and staff.

Financial

While the College faces shrinking county and state funding, it will rely on aggressive enrollment management strategies to increase tuition revenue and seek alternative revenue sources that will allow TCL to continue to provide quality programs and services to its stakeholders.

Human Resources

While facing the challenges of shrinking funding from the state and county governments along with potential decreases in tuition revenue, the College continues to provide quality programs and services to its stakeholders. In addition, the College held an excellent student-faculty ratio of 17:1 in 2011-2012.

Community Related

- Both private and public institutions offer similar and new programs in TCL's region. In addition, individuals may choose from a number of online degrees from both private and public institutions. TCL must respond quickly and offer programs relevant to its community's future needs.
- The College serves the interests of a diverse community. The population of traditional students (ages 18 to 24 years) has expectations for customized learning and connectedness; non-traditional students want flexible delivery methods and schedules to blend home, work, and college. Applicants come to TCL with a need for college readiness skills. Businesses want flexible, relevant training and consulting services and expect a well-trained workforce.

Use of accountability report to improve organizational performance

TCL has aligned its strategic planning process with the Accountability Report and key initiatives. The Accountability Report is an outcome-based document that provides the College and its stakeholders with a comprehensive report for improvement. The report provides a framework for continuous measurement and improvement for the College and the South Carolina Technical College System.

SECTION II—ORGANIZATIONAL PROFILE

Programs

- Allied Health Sciences
- Arts and Sciences
- Business Technologies
- Continuing Education
- Early College Credit Opportunity
- Industrial Technologies

Delivery Methods

- Classroom and laboratory
- Clinical
- Distance learning
- Independent studies
- Internships
- On-the-job
- Workshops and seminars

Educational Services

- Academic advising
- Academic assessment/placement
- Campus Life Personal Counseling
- Career and job placement counseling
- Customized workforce development/training
- Financial aid assistance
- Library/Learning Resource Center
- Loan programs (textbooks, laptops, etc.)
- Study skills classes
- Transfer counseling
- Tutoring (online and on-campus)

Key Student Segment

- Active military and dependents
- Displaced workers
- High school students/Early College Credit Opportunity Program (ECCO)
- Non-traditional students ages 25 years or older
- Recent high school graduates

Key Stakeholders and Market Segments

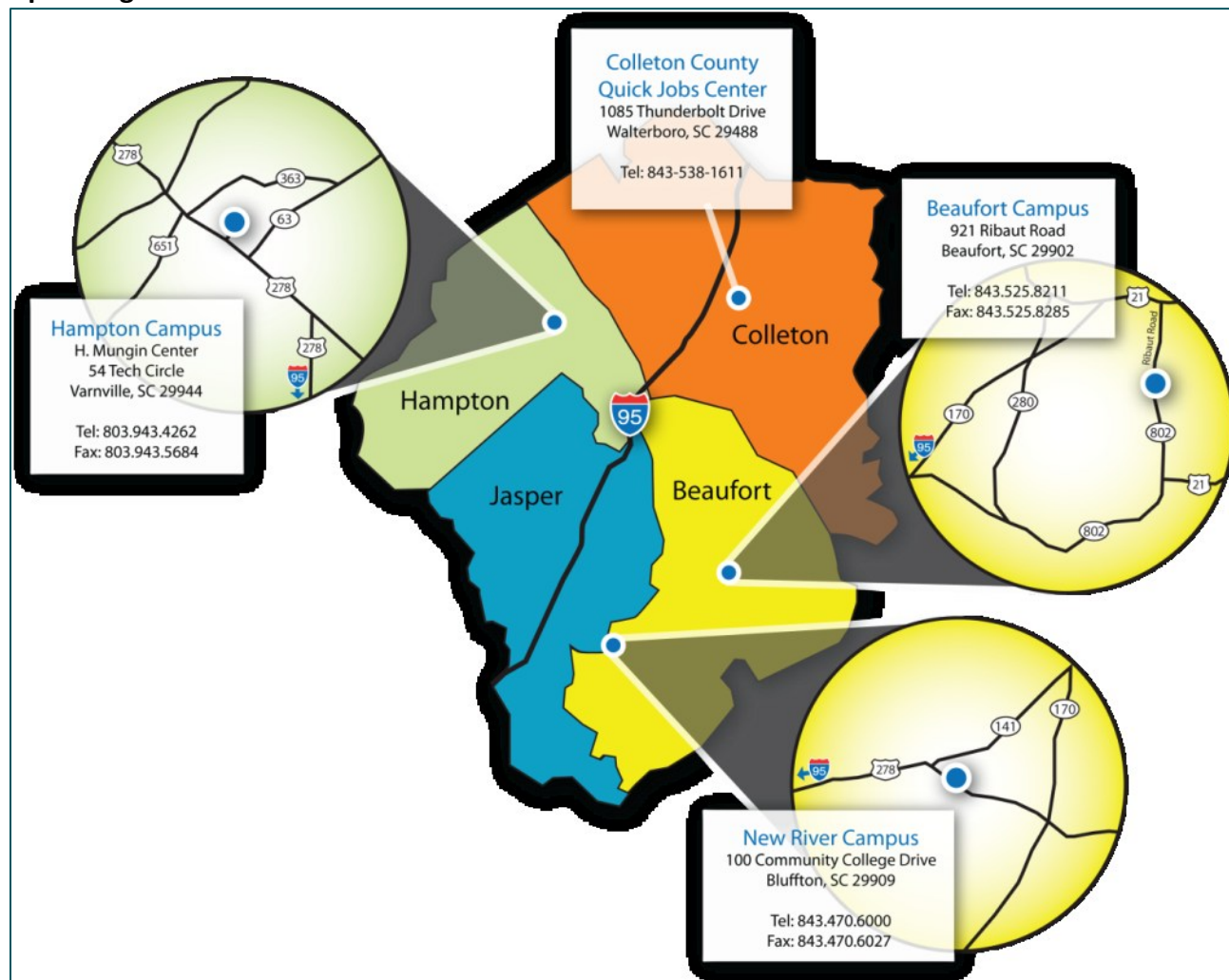
- Business and industry employers
- Chambers of commerce
- Legislative delegation
- Local government agencies
- Residents of Beaufort, Colleton, Hampton, and Jasper counties of South Carolina
- Senior educational institutions
- TCL Area Commission
- TCL Foundation
- TCL students, alumni, and employees
- Workforce Investment Board

Requirements and Expectations

- Academically prepared students
- Accessible, affordable, innovative, and quality education
- Curriculum that will increase opportunities for job advancement through instruction for worker re-training
- Successful partnerships with other agencies and organizations to better serve the community
- Student learning and development that will prepare graduates for employment
- Student success

Fall 2011 Student Profile					
Enrollment					
Undergraduate Students		2,632			
FTE (Full-time equivalency)		1,587			
Student-Faculty Ratio		17:1			
Demographics	Students	As a % of Enrollment	Student Groups	Students	As a % of Enrollment
Females	1,888	72%	First-time, Full-time, Degree-seeking, Freshmen	202	8%
Minority	1,152*	44%*	Dual Enrollment (Early College Credit Opportunity)	217	8%
Average Age	28		Students Awarded Financial Aid	2,150	82%
Market (4-county service area)					
County Residence	Students	As a % of Enrollment	County Residence	Students	As a % of Enrollment
Beaufort County	1,950	74%	Hampton County	190	7%
Colleton County	98	4%	Jasper County	230	9%
Percentage was calculated using enrollment n = 2,632 (* Does not include students who were non-resident alien, other, or unknown.)					

Operating Locations 2011-2012



**2011-2012 Employees by Primary Function/Occupational Activity as of Fall 2011
(November 1, 2011)**

Primary function/occupational activity	Full-time	Part-time
Primarily instruction	48	114
Primarily research	0	0
Primarily public service	0	0
Executive/administrative/managerial	6	0
Other professionals (support services)	34	13
Technical and paraprofessionals	17	36
Clerical and secretarial	16	16
Skilled crafts	6	0
Service/maintenance	7	4
Total number of employees	134	183
	317	

Regulatory Environment

- Technical College of the Lowcountry Area Commission
- U.S. Department of Education
- South Carolina Budget and Control Board
- South Carolina Commission on Higher Education
- South Carolina General Assembly

Accredited by

- Accreditation Council for Business Schools and Programs (ACBSP)
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Commission on Colleges of the Southern Association of Colleges and Schools (SACS-COC)
- Commission on Massage Therapy Accreditation (COMTA)
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- National Association for Education of Young Children (NAEYC)
- National League for Nursing Accrediting Commission (NLN-AC)
- South Carolina Department of Labor Licensing and Regulation Board of Nursing

Professional Memberships

- American Association of Community Colleges (AACC)
- American Council on Education (ACE)
- Association of Community Colleges Trustees (ACCT)
- Carolinas Consortium of Academic Coordinators of Clinical Educators (CCACCE)
- National Institute for Staff and Organizational Development (NISOD)
- National League for Nursing (NLN-AC)
- National Organization of Associate Degree Nursing (NOADN)
- Servicemembers Opportunity College (SOC)

Approved by

- Cosmetology program approved by: South Carolina Department of Labor and Licensing and Regulation (SCLRR)
- Paralegal program approved by: American Bar Association (ABA)

Governance System

The College is governed by the TCL Area Commission, and the Commissioners are appointed by the Governor upon recommendation of the local legislative delegation. The Area Commission consists of seven members: four representing Beaufort County and one each from Colleton, Hampton, and Jasper counties. The Area Commission sets policy and oversees regulatory compliance. The President reports directly to the Area Commission.

Key Partners

- Business and industry through representation on advisory committees
- Chambers of commerce
- County councils
- Hospitals and healthcare organizations
- Municipalities
- Colleton County Economic Development Alliance
- School boards, districts, home school-families, and private schools in the College's 4-county service area
- Hampton County Economic Development Council
- Hardeeville Economic Development Office
- Lowcountry Council of Government
- Lowcountry Economic Alliance
- Senior institutions of higher education
- South Carolina Technical College System Office and the 15 other technical colleges
- Workforce Investment Act Board and SC Works

Key Suppliers

- Beaufort-Jasper Water and Sewer Authority
- Blackboard, Inc.
- CenturyLink, Inc.
- Chernoff Newman LLC
- Control Management, Inc.
- Datatel, Inc.
- Dell
- Hargray Communications
- Hewlett Packard Development Company
- Microsoft Corporation
- Palmetto Electric Cooperative
- South Carolina Electric and Gas
- Staples, Inc.
- The Greenery, Inc.
- Various textbook venders
- World Design Marketing
- Xerox Corporation

Key Competitors

- Proprietary institutions with extensive online learning capabilities
- Private training companies
- Other regional universities and colleges

Factors for Competitive Success

- Affordable tuition
- Excellent educational value
- Leadership in economic development partnerships
- Leadership in developing and training the area's workforce
- Open access
- Qualified and valued faculty and staff
- Quality programs and services that meet student and workforce needs
- Sound fiscal management

Key Changes that Impact Competitive Situation

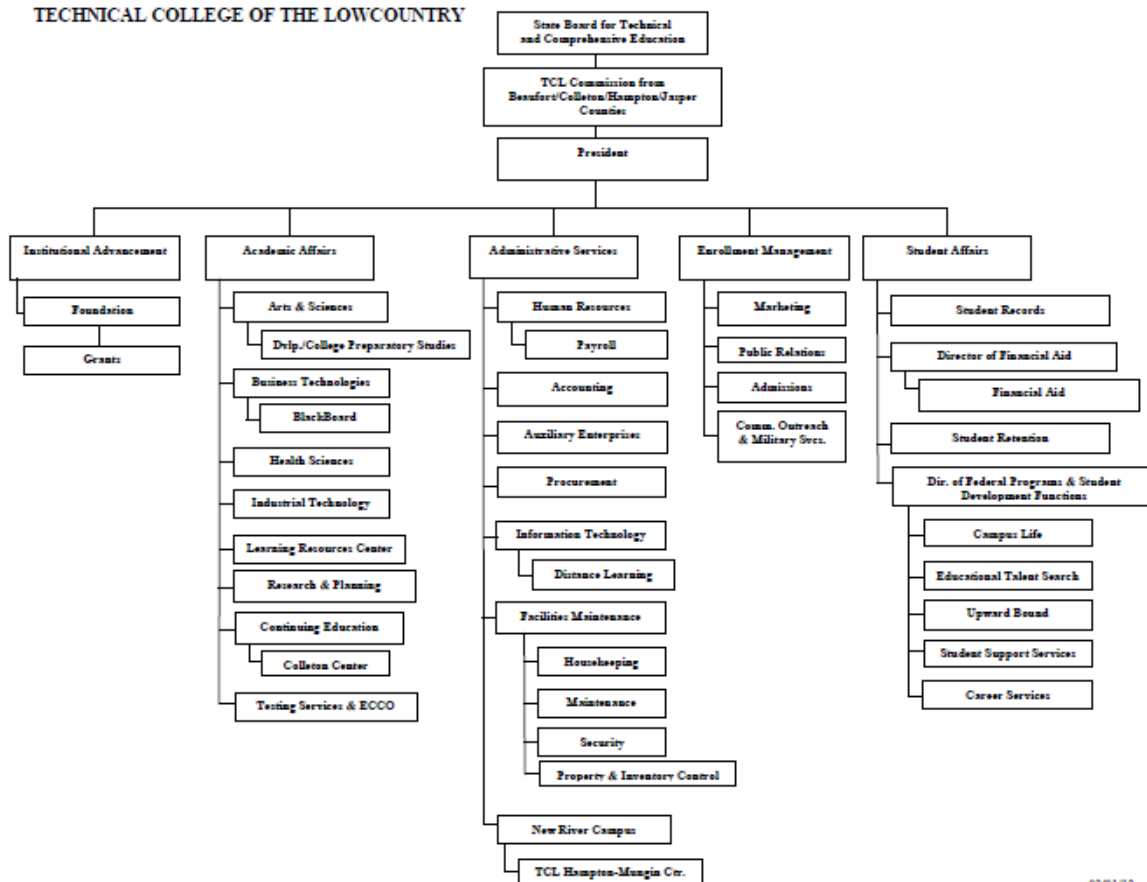
- TCL New River Campus (NR) specifically addresses the needs of southern Beaufort and Jasper counties, which comprise one of South Carolina's fastest growing regions. This Campus offers courses in each of the four academic divisions and continuing education. From Fall 2007 to Fall 2011, New River's enrollment has increased by 85%.
- The Whale Branch Early College High School (WBECHS), in Beaufort County, offers on-site dual enrollment opportunities that enable students to earn both high school and college credentials simultaneously.
- TCL offers its students convenient access to more courses by alternative delivery methods, such as online, hybrid, web enhanced, and web-based video conferencing classes.
- The redesigned enrollment division provides higher quality services for prospective and current students.
- The enhanced Campus Life program at the Beaufort and New River campuses allowed the College to attract traditional students, retain commuter students, and develop meaningful partnerships with local business owners.
- The attainment of U.S. Department of Education Predominately Black Institutions grants allows TCL to offer additional services to serve African-American students and enhance campus focus on success.
- The new Colleton Quick Job Center opened in June, 2011.
- The College, counties within the College's service area, and Lowcountry Council of Government have strengthened collaborative efforts in support of providing quality services to the community.
- The College enhanced its financial literacy model to include "Bank Days" presented by local bank representatives; workshops about federal financial aid; and campaigns delivered.
- The College realigned the organizational structure to better serve the students by centralizing student services, enrollment management, and education and training.

Performance Improvement Systems

- Academic Leadership Council meetings
- Accountability reports
- Accreditation site visits and reviews
- Advisory committees
- Employee Performance Management System
- Faculty Performance Management System
- Institutional committees/teams
- Institutional effectiveness reports
- Instructional software assessment instrument
- Internal Comprehensive Academic Program Review
- National professional licensure examinations
- South Carolina Technical College System Program Reviews
- Strategic Leadership Team meetings
- Strategic planning process
- Student Affairs Leadership Team
- Student learning outcome assessment and evaluation
- Strategic Planning Council

Organizational Chart 2011-2012

TECHNICAL COLLEGE OF THE LOWCOUNTRY



02/01/12

Accountability Report Appropriations/Expenditures Chart						
Base Budget Expenditures and Appropriations						
Major Budget Categories	FY 10-11 Actual Expenditures		FY 11-12 Actual Expenditures		FY 12-13 Appropriations Act	
	Total Funds \$	General Funds \$	Total Funds \$	General Funds \$	Total Funds \$	General Funds \$
Personal Service	9,278,009	2,093,581	9,261,324	1,945,300		
Other Operating	11,133,622		9,844,225			
Special Items	47,984	47,984	339,899	339,889		
Fringe Benefits	2,468,831	855,124	2,548,814	843,266		
Non-recurring Total						

Major Programs					
Program	Major Program Area	FY 10-11		FY 11-12	
Number /Title	Purpose	Budget Expenditures \$		Budget Expenditures \$	
		State:	2,996,689	State:	3,128,465
		Federal:	2,870,620	Federal:	3,101,015
		Other:	17,061,137	Other:	15,764,782
		Total:	22,928,446	Total:	21,994,262
		% of Total Budget: 100		% of Total Budget: 100	

SECTION III—ELEMENTS OF MALCOLM BALDRIGE CRITERIA

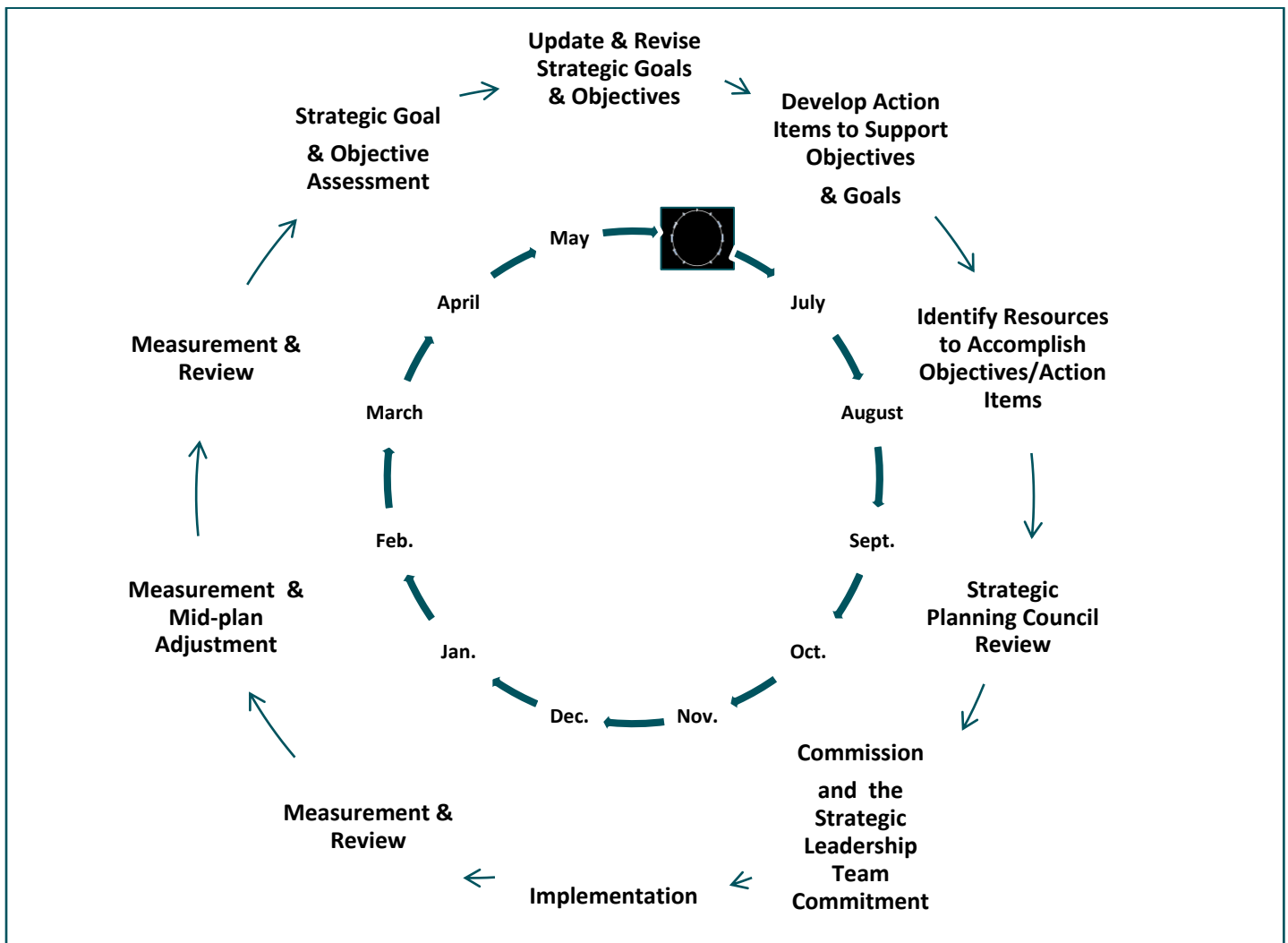
1. How do senior leaders develop and deploy their organization’s vision and values throughout the leadership system, to the workforce, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

- All members of the Strategic Leadership Team (SLT) work closely with the TCL Area Commission.
- In collaboration with the SLT and key stakeholders, the President ensures that the College continually strives to meet its mission.
- The President meets with the Strategic Leadership Team to review policies and procedures, to monitor progress related to the College’s Strategic Plan and specific initiatives, and to discuss significant items related to community partnerships.
- The President’s Strategic Leadership Team includes the Vice President for Academic Affairs, the Vice President for Administrative Services, the Vice President for Marketing and Enrollment Management, and the Vice President for Student Affairs.
- The vice presidents maintain communication with their staff by relaying information from SLT meetings, including but not limited to monitoring progress of goals, objectives, and action items.
- The President leads “Friday Connections,” a casual forum during which announcements are made and issues are discussed. Employees are given the opportunity to engage in dialogue with the President and Strategic Leadership Team. Each unit gives updates of programs, staff, and faculty accomplishments, and future events.
- Faculty and staff forums are scheduled each semester. These forums provide an opportunity to discuss the College’s strategic initiatives and key issues and South Carolina Technical College System news.
- The Vice President for Academic Affairs chairs the Academic Leadership Council (ALC). The ALC consists of all academic division deans and monitors academic issues related to strategic planning and daily operations.
- The Vice President for Enrollment Management and Marketing chairs the Marketing and Enrollment Management Team (MEMT). This team consists of key division leaders and monitors progress on various initiatives and plans related to enrollment management and marketing.
- The Vice President for Student Affairs chairs the Student Affairs Leadership Team (SALT). This Team consists of key division leaders and monitors progress on various initiatives and plans related to student services.
- The President and Strategic Leadership Team maintain communication with the College’s key suppliers, partners, and community leaders through serving on community and municipal boards, in civic organizations, and through a network of personal contacts.
- The Strategic Leadership Team works to ensure that the stakeholders are aware of goals, objectives, and new initiatives. The SLT members solicit input from stakeholders regarding new ideas and initiatives.
- The President and Strategic Leadership Team participate in local, regional, state, and national organizations while cooperating and sharing information with stakeholders.

2. How do senior leaders create a sustainable organization with a focus on action to accomplish the organization’s mission, strategic objectives, improve performance, and attain your vision?

The College’s Strategic Leadership Team, the Office of Institutional Effectiveness, the Strategic Planning Council, and the Technical College of the Lowcountry Area Commissioners continuously plan, manage, monitor, and improve the Strategic Plan and the planning process.

Annual Strategic Planning Process Cycle 2011-2016



3. How do senior leaders personally promote and support an organizational environment that fosters and requires legal and ethical behavior; and, fiscal, legal, and regulatory accountability? How are these monitored?

The senior leaders of TCL exhibit dedication and commitment to the College by their work ethic and vision, which serves as an example to the entire College, students, and communities they serve. TCL leaders ensure that policies and procedures are followed and the College is in compliance regarding local, state, federal, and accreditation regulations and standards.

Oversight of the Technical College of the Lowcountry is under the State Board for Technical and Comprehensive Education (SBTCE) as created under Title 59 of the South Carolina Code of Laws. Section 59-53-910 through 59-53-940 created the Beaufort Technical College Area Commission [currently the Technical College of the Lowcountry Area Commission] and the basic operating mechanisms. The College follows guidelines as outlined under SBTCE Policy and Procedures. Instructional programs, facilities, and other programs are also subject to South Carolina Commission on Higher Education (SCCHE) regulatory authority. In addition, TCL is subject to standard operating procedures, authorizations, and review through various state regulatory agencies under the South Carolina Budget and Control Board including: a) Materials Management Office (Consolidated Procurement Code), b) State Office of Human Resources (Personnel Guidelines), c) Office of State Engineer (Capital Project management), d) State Property Management (Real Property, Leases and related items), and e) State Department of Education (Grants and related areas)

The College is subject to Compliance Audits from such federal agencies as the U.S. Department of Education (financial aid and other grants), Office of Civil Rights, U.S. Department of Labor, and other agencies that monitor compliance with a variety of applicable federal laws. Local governance is managed by the TCL Area Commission whose governance is established through the enabling legislation, 59-53-910 through 59-53-940. The Commission on Colleges of the Southern Association of Colleges and Schools (SACS-COC) is the regional accreditation agency for the College. Other accreditation organizations accredit specific programs in a variety of instructional areas. Fiscal accountability is monitored through an annual external financial audit, a SCTCS audit, and internal financial controls.

4. How do senior leaders create an environment for organizational and workforce learning?

Opportunities for professional development occur on a regular basis. Funds are budgeted each year for the purpose of faculty and staff development. Faculty and staff attend specific seminars, workshops, classes, and conferences to improve skills, increase knowledge, and understand emerging trends. Internal meetings dedicated to staff and faculty professional development are held at the beginning of each semester and at various times throughout the semester. Faculty and staff are also encouraged to pursue additional education credentials toward terminal degrees.

5. How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

The College is aware of the need to develop future leaders. The College participates in the Graduate Leadership Certificate program coordinated through the South Carolina Technical College System and in partnership with the University of South Carolina. To date, six individuals have completed the program. The College's Vice Presidents have all completed the Graduate Leadership Certificate program. The College continues to sponsor individuals in this program and other leadership development programs. For example, the College also participates in the South Carolina Technical College System Leadership Academy, a 12-month leadership program designed to prepare current practitioners for future leadership opportunities. Senior leaders promote cross-training within divisions to ensure consistent service and professional development for employees.

6. How do senior leaders communicate with, engage, empower, and motivate the entire workforce throughout the organization? How do senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization?

- Senior leaders communicate with faculty and staff using a variety of means, both formal and informal. Regular meetings are held at the department, division, and senior administrative levels.
- Institutional committees meet on a regular basis and involve faculty and staff at all levels, and task forces or ad hoc committees are convened for special initiatives/projects.
- A monthly employee newsletter is published and distributed electronically.
- An annual employee recognition event is held and faculty/staff are acknowledged for their years of service to the institution and Faculty of the Year, Staff of the Year, and Administrator of the Year, selected by all employees, are announced.
- The President's office publishes a quarterly newsletter—*The Wave*—that is sent to all stakeholders, including faculty and staff.
- The President leads Friday Connections, which are casual, employee meetings designed to foster open communication.
- Faculty and staff forums are also held to discuss College priorities aligned with the Strategic Plan. The President attends division and department meetings on a regular basis.

7. How does your organization evaluate the performance of your senior leaders including the head of the organization, and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leadership system, as appropriate?

Every year, the TCL Area Commission evaluates the President. The President evaluates the senior leadership team annually, utilizing the Employee Performance Management System (EPMS). Specific success criteria are outlined in the EPMS related to the Strategic Plan of the College. The President monitors progress through periodic meetings and written reports. Senior leaders utilize feedback to improve performance and criteria. The TCL Area Commissioners are appointed by the Governor upon recommendation by the local legislative delegation and individual performance evaluations are not conducted.

8. What performance measures do senior leaders regularly review to inform them on needed actions?

The senior leaders consistently review performance measures related to the Strategic Plan. Each institutional committee is monitored by a vice president to ensure that committee work is meeting its objectives and work plans. The senior leaders review reports published externally and internally that discuss student success, engagement, retention, enrollment, and best practices. Program reviews are conducted on a rotating schedule and are reviewed for accreditation and internal assessment and evaluation. All academic programs are reviewed on a 3-year cycle.

9. How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures?

The College's Strategic Plan guides the College toward its Vision. Prior to initiating new programs or services, the College reviews all regulations and/or policies related to the various government agencies and accrediting standards to ensure compliance. The College also consults appropriate stakeholders for input. Input may be cultivated by surveys, focus groups, and other formal/informal gatherings. Current programs, services, and operations are regularly monitored and if problems or concerns arise, they are addressed in a timely manner. Corrective action may take various forms including policy or procedure change or an in-depth study. Program reviews are conducted on a rotating schedule, ensuring sustainability, relevance, and compliance.

The Strategic Plan outlines goals, objectives, and specific measures to ensure desired outcomes. The Strategic Plan allows flexibility to apply necessary corrective action based on environmental scanning findings. Compliance with accrediting agencies and government entities requires consistent review. The College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS-COC). This is a rigorous evaluation of the College, including the finances, education/training, and student services. Any adverse effects of the programs at the College are identified as part of this process and corrected prior to submitting follow-up reports to the organization. In addition, a similar process is followed by accrediting agencies for individual programs.

10. How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, the workforce, and the organization's students contribute to improving these communities.

Senior leaders are actively involved in numerous community activities and organizations. Senior leaders review community activities to ensure College representation and participation throughout the four-county service area. Community involvement and partnerships are prioritized relative to the Strategic Plan and immediate needs. Faculty, staff, and students are actively involved in various community organizations and services. Senior leaders serve as board members for a variety of non-profit organizations and regularly attend local government, educational, and civic meetings to gather information and exchange ideas. Student organizations sponsor fundraisers for charity organizations and sponsor service projects.

Example areas of community involvement include: Workforce Investment Board, six area chambers of commerce, economic development boards/councils, two home builder associations, United Way, American Cancer Society Relay for Life, American Diabetes Association, American Heart Association Heart Walk, county leadership groups, charity organizations, and many service organizations. (See Table 7.6.1.)

Category 2—Strategic Planning

1. What is your Strategic Planning process, including key participants, and how does it address strengths, weaknesses, opportunities and threats?

A. Strengths, weaknesses, opportunities, and threats

TCL's organizational strengths, weaknesses, opportunities, and challenges are explored in depth with the TCL Area Commission, Senior Leadership Team, faculty, and staff. Continuous analysis and evaluation processes are encompassed within the Strategic Plan, and the College's objectives are based on identified improvement areas and opportunities.

B. Financial, regulatory, and other potential risks

The Strategic Plan incorporates financial and risk management planning and serves as the foundation for budget development. The College's Budget Committee uses the Strategic Plan to establish funding priorities for making decisions during budget hearings, ensuring that institutional initiatives are addressed.

C. Shifts in technology, student and community demographics, markets, student and stakeholder preferences, and competition

The College's Strategic Leadership Team (SLT) monitors trends related to technology, demographics, and markets. This procedure allows the SLT to implement change if needed to stay competitive and maintain necessary services. Program advisory committee members provide feedback on business and industry trends and aid the College in maintaining up-to-date technology. The Committees also provide important workforce trend information that the College uses to assist in determining course content, new programs, and services.

The Technology Plan, developed in concert with the Strategic Plan, is reviewed monthly by the Information Resource Management Committee (IRM) to allow for change if needed, based on collected information related to trends and any financial shifts. Student and community demographics are monitored through the marketing division. Geo-demographic studies are used to garner information on specific target markets. Information is made available to the Enrollment Committee for further analysis and recommendations.

D. Human resource capabilities and needs

The College must have the necessary human resources to accomplish its mission. While TCL salaries remain above average in comparison to other state technical colleges, current economic conditions delayed salary increases until FY2013. However, the College has not had to lay-off or furlough employees. Economic conditions and the lack of funding for FTE positions have limited the College's ability to develop new programs.

E. Long-term organizational sustainability and organizational continuity in emergencies

A Business Continuity Plan (BCP) is part of the College's risk management operations and includes a comprehensive Emergency Management Plan (EMP). The EMP contains policies, procedures, and guidelines for operations regarding a variety of emergency scenarios including hurricane preparedness and evacuation. The BCP is reviewed by the Information Resource Management Committee, the Safety, Health, and Business Continuity Committee, and the Strategic Leadership Team to ensure up-to-date information. The College also maintains close contact with local, state, and federal agencies and organizations regarding emergency management and sustainability planning.

F. Ability to execute the strategic plan

The Strategic Planning Process is integrated into every aspect of the College. The process includes input from key stakeholders. The input formulates the strategic goals, objectives, and action items that are developed and executed by the appropriate division(s). The Office of Institutional Effectiveness and the Strategic Planning Council (SPC) are charged with monitoring progress and soliciting feedback from stakeholders and meets regularly to monitor and measure action item achievement which directly correlates to the College's progress.

2. How do your strategic objectives address the strategic challenges you identified in your Executive Summary?

The College's six (6) strategic goals are 1) Create a Portal to the Future, 2) Capitalize on Valued Partnerships, 3) Create Vibrant Learning Environments, 4) Grow and Enhance Resources, 5) Optimize Access and Success, and 6) Provide an Innovative and Qualified Workforce.

These Strategic Goals with related objectives address each of the issues outlined in Section III, Question 2. Specific action items are being continually developed to address each of these challenges. The Strategic Leadership Team, the Office of Institutional Effectiveness, and assigned stakeholders implement actions to accomplish the Strategic Goals and Objectives as a risk mitigation of the identified challenges.

3. How do you evaluate and improve your strategic planning process?

The Office of Institutional Effectiveness under the guidance of the Strategic Planning Council (SPC) is responsible for managing the progress of the Strategic Plan. The Strategic Leadership Team also reviews and monitors the strategic planning process, ensuring that individual division planning is in concert with the strategic goals and objectives. Action items are measured for success and monitoring of those actions is the responsibility of not only the Office of Institutional Effectiveness but also individual division chairs, faculty, and staff. Formative and summative evaluations are conducted. Regular action item reviews allow for progress measurement, supplemental action item incorporation, and modification as appropriate.

4. How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.

The action items determine each division's work plan for the year. Action items and objectives are tracked through regular faculty/staff division meetings, institutional effectiveness reports, budget analysis, and monitoring by Office of Institutional Effectiveness. All action items have specific ownership, schedule, and measurable expectations. To ensure that performance measures are progressing, the Strategic Leadership Team and the Office of Institutional Effectiveness will monitor progress regularly throughout the year. Moreover, ensuring proper resource allocation within the constraints of overall resource availability is vital to the College's strategic planning process.

5. How do you communicate and deploy your strategic objectives, action plans, and related performance measures?

The Strategic Plan is made available via the TCL web site. The Plan is published and made available to all the faculty and staff and to the community. Periodic reviews are held to analyze in detail the progress of action items with respect to expected measurable results and schedule. The President takes the Strategic Plan directly to community stakeholders, soliciting feedback and input. The Strategic Plan is published and distributed widely, and functions as the compass for developing and refining College programs and services.

6. How do you measure progress on your action plan?

There are periodic reviews of the action items with respect to projected measurable results and committed schedule achievement.

7. Organization's Strategic Plan 2010-2015

Technical College of the Lowcountry Strategic Plan 2010-2015	
Core Values are Learning, Integrity, Service, Excellence, Stewardship, and Diversity.	
Strategic Focus: Create a Portal to the Future.	
Statement: The future belongs to the innovators. At Technical College of the Lowcountry, innovation is the key to the future.	
Goals: <ul style="list-style-type: none"> Position TCL as the region's premier academic institution. Establish TCL as a leading partner in the region's economic development. Become a data driven institution, using evidence as the foundation for all decision making. 	7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6, 7.1.7, 7.1.8, 7.1.9, 7.2.1, 7.2.2, 7.2.3, 7.3.1, 7.3.2, 7.3.3, 7.3.5, 7.3.6, 7.5.1, 7.5.2, 7.5.3, 7.6.1, 7.6.2
Strategic Focus: Capitalize on Valued Partnerships	
Statement: TCL will be visible in the community and respond to efforts aimed at promoting the economic vitality through quality services and innovative programs.	
Goals: <ul style="list-style-type: none"> Expand and fortify business, individual, and educational partnerships. Provide relevant workforce solutions. 	7.1.6, 7.1.7, 7.1.8, 7.1.9, 7.2.2, 7.5.1, 7.5.2, 7.6.1
Strategic Focus: Create Vibrant Learning Environments	
Statement: Learning anchors all of TCL's activities. Teaching excellence, through traditional and non-traditional means, is critical to developing knowledge, skills, and affect in learners.	
Goals: <ul style="list-style-type: none"> Amplify technology, instruction and services across the institutional units. Support emerging trends identified by our community. Expand extra- and co-curricular opportunities for students. 	7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6, 7.1.7, 7.1.8, 7.1.9, 7.2.3, 7.3.5, 7.3.6, 7.5.1, 7.5.2, 7.6.1
Strategic Focus: Grow and Enhance Resources	
Statement: A focus on fiscal stewardship and operating efficiencies will guide our data-driven decision making as we advance our mission. As traditional means of support decline, we will deliberately emphasize non-traditional resource development.	
Goals: <ul style="list-style-type: none"> Diversify TCL's funding sources. Strengthen TCL's human resource capacity. Provide for sustainability and growth. Fortify TCL's technology capacity. 	7.1.1, 7.1.4, 7.1.5, 7.1.6, 7.1.7, 7.1.8, 7.1.9, 7.2.2, 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.3.9, 7.3.10, 7.4.1, 7.4.2, 7.5.2, 7.6.1
Strategic Focus: Optimize Access and Success	
Statement: Access, success, and affordability are TCL's defining hallmarks. We will help students define their educational goals and develop pathways goal achievement.	
Goals: <ul style="list-style-type: none"> Assure that each student has defined educational goals and a pathway to reach those goals Develop institutional accountability standards equal to or exceeding national standards for community colleges. Ensure academic rigor. 	7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6, 7.1.7, 7.1.8, 7.1.9, 7.2.1, 7.2.2, 7.3.5, 7.5.1, 7.5.2, 7.6.2

Technical College of the Lowcountry Strategic Plan 2010-2015	
Strategic Focus: Provide an Innovative and Qualified Workforce	
Statement: Our mission and vision command a devotion to regional economic development.	
Goals:	7.5.2, 7.5.3, 7.6.1
Define the core workforce infrastructure needs.	
Forecast workforce trends and quality of life issues.	
Respond to workforce and community needs.	

Category 3—Student, Stakeholder, and Market Focus

1. How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?

- TCL uses a variety of methods to measure the changing needs of the community, current and prospective students, population trends, and the educational environment of the four-county service area.
- TCL regularly employs environmental scans and uses various tools to gather data from business and industry partners regarding workforce needs.
- The College continuously communicates with students to gain feedback on course offerings and student needs. Course evaluations, surveys, and informal and formal discussions with student organizations are examples of various methods used to communicate with students.
- The College utilizes the services of 19 academic program advisory committees, which are comprised of business and industry representatives who provide guidance and direction regarding trends in their business or industry related to workforce needs.
- The College continuously conducts analysis of enrollment data and regional demographic information in determining enrollment trends and market segments.

2. How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?

- To remain current with changing needs and expectations, the College maintains communication with student and stakeholder groups. The communication takes the form of focus group sessions, surveys, informal and formal discussions, and observations.
- The College's leadership committees analyze workplace, social, socioeconomic, and higher education trends to allow the College to make decisions related to enrollment. Below are four examples of studies that assist the College in determining the current economic and educational needs of the four-county area.
 - Specific program needs assessments are conducted in order to provide an in-depth analysis for new programs. These studies provide critical information that is analyzed and used for decision-making.
 - Industry/business roundtables are conducted with stakeholders to access immediate and future program needs. Areas of concentration include—health services, utility and development infrastructure, law enforcement, and construction trades.
 - Division deans communicate regularly with Academic Advisory Committee members to solicit feedback and monitor trends related to specific program areas.

3. How do you use information and feedback from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?

Qualitative and quantitative data gathered through enrollment analysis, program reviews, Academic Advisory Committee sessions, alumni information, and employer feedback provide information about the types of programs and services needed and revisions and/or adjustments necessary for improving and enhancing existing programs and services. Data are dispersed to the Strategic Planning Council and appropriate divisions for inclusion in the strategic planning process.

4. How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?

- Student and stakeholder satisfaction information is gathered using a variety of surveying methods, and the information collected is used for academic program evaluation, faculty performance reviews, and program and service assessment and evaluation.
- The College conducts surveys to collect the student's opinion of instruction by using the SUMMA Information Systems, Inc., Survey of Student Opinion of Instruction tool. Using a five-point scale of agreement, students indicate their level of agreement on 50 items pertaining to instruction in a specific course. SUMMA is administered every fall, spring, and summer semester in all courses during class. SUMMA Information Systems, Inc., processes, analyzes, and provides hard and electronic copies of comprehensive summaries and divisional and individual reports.
- Student, graduate, and employer satisfaction surveys are conducted to support external and internal reporting, including but not limited to the academic program reviews, accreditation, and a variety of grant reporting.
- The College administers the Community College Survey of Student Engagement (CCSSE) during the spring semesters. This survey collects satisfaction information pertaining to support services at TCL.

5. How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.

Positive relationships are developed through continuous and strategic communications with students and stakeholders. Positive relations are also developed by providing excellent customer service, accurate and timely information, and prompt response to requests.

The key difference between student and stakeholder groups is the receipt of service. For student groups, the service is more personal because they interact with different Departments of the College on a regular basis. For the community stakeholders, the service is generally their perception of the product, a trained and well-qualified workforce, or the College's responsiveness to their request or need.

Category 4—Measurements, Analysis, and Knowledge Management

1. How do you select which operations, processes and systems to measure to determine student learning, and for tracking daily operations and overall organizational performance, including progress relative to strategic objectives and action plans?

The College is required to measure, assess, and evaluate specific student-learning outcomes to federal, state, and local government agencies and private organizations. In addition, the College is required to assess and evaluate outcomes that are pertinent to the implementation of a variety of grants.

To help determine which operations, processes, and systems are used, the College uses internal and external recommendations. Internally, senior leaders, faculty, and staff participate in the selection processes, as do members of institutional committees and project teams. The comprehensive strategic planning processes are instrumental in determining measurements and tools for tracking outcomes. In addition, the departments of Institutional Research and Information Technology work cooperatively with other functional areas to support their needs for assessing and evaluating performance outcomes.

2. How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision-making and innovation throughout your organization?

- Each division and department conducts assessments and evaluations to support institutional effectiveness and decision-making.
- The TCL Area Commission, President, and senior leaders analyze outcomes and recommend action to improve the implementation of the Strategic Plan.
- The Strategic Planning Council is also charged with monitoring and guiding analysis for continuous improvement based on the Strategic Plan.
- The Vice President for Academic Affairs and the Academic Leadership Council analyze internal and external measures of student learning outcomes and make appropriate changes to improve each area assessed.
- The Vice President for Student Affairs utilizes a variety of internal and external tools to collect and analyze data/information related to students, including the Community College Survey of Student Engagement and a variety of other surveys and focus groups.
- Industry and Business market surveys and other relative information are utilized by the Vice President of Academic Affairs to determine program needs as well as regular meetings with industry/business representatives.
- The Vice President of Enrollment Management and Marketing analyzes enrollment and marketing data regularly to ensure market data are current and relevant and presented to the Enrollment Management Committee and senior leadership for use in decision-making.

3. How do you keep your measures current with educational service needs and directions?

Organizational performance on key measures is presented in Category 7. Measurements are reported comparing performance over time or compared with other colleges. College assessment and evaluation remains current. The College uses measurements aligned with federal, state, and local governments and/or private agencies reporting criteria, including but not limited to agencies and organizations supporting IPEDS, CHEMIS, SCTCS EDSS, College Board Surveys, and SACS-COC. The College utilizes best practices and adopts measurements to support the specific needs of the College.

4. How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision-making?

- Information related to student learning is used by the Vice President for Academic Affairs and the division deans to make decisions related to course offerings, teaching methods, and advisement.
- The SUMMA collect feedback on student satisfaction from each class. The results are carefully evaluated by the division deans who make appropriate recommendations for improvement in teaching methodology to the faculty.
- Reports, specific demographics, and other key data are maintained on the College's server for easy access by Departments.
- The Office of Institutional Research routinely distributes key information for analysis and discussion. The directors are available to meet with members of the academic community to assist with analysis.

5. How do you make needed data and information available? How do you make them accessible to your workforce, students, and stakeholders?

All data requests are managed by the Office of Institutional Research of the College. This Department meets regularly with vice presidents and divisional deans regarding data and information. The College shares information with various stakeholders. Students participate in a number of surveys, and the results are posted on the website.

6. How do you ensure data integrity, timeliness, accuracy, security and availability for decision-making?

- TCL uses the Datatel Information System, which is maintained and monitored daily by the Information Technology Division.
- Input is validated by the system and further analyzed for accuracy by the Director of Institutional Research and the South Carolina Technical College System.
- Security is provided by a series of passwords and screen-level security.
- The College's policies, procedures, and practices ensure that confidential information is protected.
- Reports are made available by the Director of Institutional Research by being placed on TCL's internal server.
- A variety of real-time institutional reports is accessible to College employees via "Report Manager"- a dashboard system
- Enrollment Management dashboards are available to key administrators and staff to support decision-making related to marketing, recruitment, enrollment, and retention. In addition, these dashboards support assessment, evaluation, and reporting efforts related to special programs such as the Early College Credit (ECCO) and the PILAU grant program.
- Faculty, staff, and administrators submit requests to the Office of Institutional Research or the Information Technology Division, appropriately.
- Requests for data are reviewed in order to ensure that the information being requested is useful and pertinent.

7. How do you translate organizational performance review findings into priorities for continuous improvement?

TCL uses data to support decisions and to provide a knowledge-base to determine strategic priorities, to alter policy and procedure, and to direct budget resources to improve continuously student learning and to better serve the service area.

8. How do you collect, transfer, and maintain organizational and employee knowledge? How do you identify and share best practices?

Organizational knowledge is shared through each division and through a variety of meeting formats available for faculty and staff. The College employs a variety of electronic avenues for information sharing including an electronic campus-wide daily news bulletin, "The Daily Splash," all-employee emails, and a posting of relevant information on a server with full access offered to all employees.

Best practices and other related material are identified and shared on a continual basis. SCTCS peer groups provide a variety of information that is shared throughout the College. College leaders ensure that employees attend relative conferences, workshops, and meetings to identify best practices from other community colleges and bring the material and knowledge back to their individual departments and/or to others in the college community. Best practices are discussed at Strategic Leadership Team, Academic Leadership Council, Student Affairs Leadership Team, and other institutional committee and division meetings.

Category 5—Workforce Focus

TCL is committed to supporting the faculty and staff insuring that their efforts are focused on the mission of the College to provide exemplary educational opportunities to the population of our four- county service area.

1. How do you organize and manage work to enable your workforce to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?

Supervisors develop a planning-stage document for each employee, which is reviewed and modified each year. Each employee is formally evaluated based on his or her respective planning-stage document. Although state regulations define salary ranges and compensations for TCL employees, salary increases are adjusted in accordance with performance, documented by yearly evaluations.

Work is assigned by the President, based on the integrated Strategic Plan, to each of the four academic divisions, Continuing Education, Student Affairs and the other administrative divisions, empowering the divisions to complete each task as they see fit. Work is, in turn, distributed to the faculty and staff based on the planning document for each employee and their area of expertise. Division heads share resources and encourage cooperation interdepartmentally and between the major divisions. Individuals are supported in their efforts to find innovative solutions.

2. How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

The College's institutional committee structure enables systemic communication. Meeting weekly, the Strategic Leadership Team comprised of the President and Vice Presidents, disseminate information and communicate best practices to division chairs and through the various committees.

TCL uses electronic mail extensively to communicate and to serve as a record in communication. In addition, the College utilizes its "Everyone Server" to provide information access to all employees. Monthly employee newsletters are sent via email and a daily email bulletin. The President publishes a quarterly newsletter that is sent to all internal and external stakeholders. The web site is used for updating internal and external stakeholders. Any relevant communication from the regulatory agencies and other organizations is distributed to appropriate employees. Faculty and staff forums are held each semester to address key College priorities and for dialogue of issues facing the College and higher education. "Friday Connections" was implemented by the President for a casual exchange of information with the purpose of open dialogue and to highlight College news.

3. How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?

A planning-stage document, aligned with the strategic plan, is prepared by the employee and his/her supervisor. The planning documents are reviewed annually; however, supervisors use the document as a guide in advising and feedback to support high performance.

4. How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?

Since many jobs in academia depend on one's educational level, each member of the faculty and staff is encouraged to further his or her education. TCL is an active participant in the SCTCS Leadership Certificate program conducted through the University of South Carolina. Several employees have completed the program and are continuing their studies in

the Ph.D. program. A 12-month Leadership Program was sponsored for technical college employees. This program concentrates on leadership and management skills for employees wanting to progress in their careers. In addition, the College provides professional development funding for staff and faculty to attend conferences, seminars, and workshops to further skills and knowledge. The Strategic Leadership Team encourages faculty and staff to communicate career goals and works to mentor those seeking promotion. All position openings are posted internally, and employees are encouraged to seek promotions when appropriate.

5. How does your development and learning system for leaders address the following?

A. Developmental of personal leadership attributions

Internal seminars and workshops are held to assist employees in developing leadership skills. College employees participate in the South Carolina Technical College System's Leadership Academy. Professional development goals are identified for employees and opportunities are offered as resources are available.

B. Development of organizational knowledge

Faculty and staff handbooks are available for all employees and serve as informational resources for all employees. College policies and procedures are available for reference. Vice Presidents communicate and discuss organizational philosophies, operations, and key initiatives to division and department heads. The Human Resources Department conducts a comprehensive orientation for new employees.

C. Ethical practices

Employee handbooks and policies and procedures are available to all employees. Senior leaders ensure that employees are aware of local, state, and federal regulations. Seminars and workshops also serve as venues to disseminate information regarding ethical practices.

D. Core competencies, strategic challenges, and accomplishment of action plans

The College's mission and vision statements and the Strategic Plan are widely distributed and discussed among faculty and staff. The leadership of the Strategic Planning Council represents a broad spectrum of the College community and is expected to communicate and discuss challenges and accomplishments to ensure continual dialogue.

6. How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?

- Staff and faculty capacity needs and staffing levels are evaluated and monitored by the Vice President for Administration with input from the Strategic Leadership Team and division deans; however, as stated previously, one of the most serious challenges the College faces is the lack of funds for human resource capacity building. The enrollment increases has resulted in serving larger number of students while budget cuts have hindered hiring additional full-time faculty and staff. In addition, staff workloads have increased greatly with no additional compensation due to economic conditions.
- The College uses the Employee/Faculty Performance Management System for assessment of workforce capability and competencies. Planning documents include key competencies needed for excellent performance.

7. How do you recruit, hire, and retain new employees?

Recruiting and hiring activities are coordinated by the College's Office of Human Resources under the supervision of the Vice President for Administrative Services. Hiring procedures follow State Board Policy 8-7-100 & 8-7-100.1. The College abides by all state and federal employment regulations and is an equal opportunity employer. Upon approval of a new position or job vacancy, the position is posted and advertised internally and externally.

A selection committee is appointed by the President, and the committee screens applications from the applicant pool. Top candidates are contacted for interviews by the selection committee. Offers for employment are extended by the Office of Human Resources. Once hired, the new employee receives an overall orientation and the supervisor provides the position and division orientation. Supervisors are encouraged to work closely with a new employee by providing feedback and to assist the employee in assimilation into the College's culture.

8. How do your workforce education, training and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills?

The Academic Leadership Council recommends faculty professional development activities around key issues related to the Strategic Plan. Many faculty and staff communicate the knowledge and skills learned through various conferences and training activities by conducting internal workshops for other employees. For example, a faculty member sent to Microsoft training for a new application may then in turn offer a series of workshops to other employees.

Evaluation of professional development is included within the employee's performance planning documents. Employee performance success criteria address how the employee utilizes new skills and knowledge and they incorporate into their position.

9. How do you evaluate the effectiveness of your workforce and leaders training and development systems?

Faculty and staff training and professional development are included in the employees' performance management documents and are evaluated as part of the employees' performance evaluations. Together, the supervisor and employee determine professional development activities. The supervisor monitors and evaluates the employee's progress and the effectiveness of the training as related to the position.

10. How do you motivate your workforce to develop and utilize their full potential?

Various surveys have noted that stakeholders find TCL staff to be dedicated to the mission of the College and enjoy working to serve students as they pursue their career paths. Faculty and staff accomplishments are recognized formally and informally. The employee/faculty performance management process is linked to monetary incentives in the form of raises, if funding is available. Professional development funds are available to faculty and staff for pursuing educational goals as funding is available.

11. What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?

Surveys, focus groups, and other methods are used to assess faculty and staff satisfaction. The President visits division meetings to solicit feedback from faculty and staff. The President established "Friday Connections" and staff forums to facilitate casual discussion concerning the College's key initiatives and priorities.

12. How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?

As stated in 3.5.8, assessments are communicated to the TCL Area Commission, Strategic Leadership Team, institutional committees, including the Academic Leadership Committee, and analyzed for inclusion into the strategic planning process.

13. How do you maintain a safe, secure, and healthy work environment? (Include your workplace preparedness for emergencies and disasters)

- TCL's Safety, Health, and Business Continuity Committee was established to assist the College with maintaining a safe and healthy campus environment. The College provides information on safety, health, and wellness programs through various sources, including the College web site, employee newsletter and electronic bulletin, and student publications.
- The College publishes an Emergency Preparedness Plan, which is made available both in hard copy and in electronic format. All faculty and staff are required to read this plan as part of their orientation. The State Emergency Operation Plan is also available in both electronic and hard copy. Physical plant and security staff constantly monitor the campuses to maintain a safe physical environment for faculty, staff, and students.
- The Strategic Leadership Team reviews College safety and emergency plans. In addition, best practices in higher education are discussed regularly with College personnel regarding safety, crisis, and emergency preparedness.

Category 6—Process Management

1. How do you determine and what are your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?

- TCL's core competencies are determined by collecting information and feedback from key stakeholders (students, faculty, staff, local employers, and community leaders) to refine course offerings, delivery formats, and schedules.
- Accreditation standards are considered in developing core competencies.
- Core competencies include the following: a) relevant curriculum offerings b) developmental and general education c) quality instruction in business, health sciences, and industrial technologies d) continuing education and workforce development offerings and e) comprehensive student support services.
- The core competencies relate directly to the College's mission as a comprehensive, public, two-year institution dedicated to serving diverse educational needs of its service area communities.
- The core competencies are used as a foundation when developing and planning institutional activities.

2. What are your organization's key work processes?

- The College's key work processes are defined in the areas of enrollment management, academic, financial, student services, continuing education, marketing, and institutional advancement.
- The Strategic Plan drives the action items of each division. The vice president responsible for each area works with staff and faculty to ensure that the priorities established are implemented and expected outcomes are obtained.

3. How do you determine and what are (list) your key learning-centered processes that deliver your educational programs, offerings, and student services?

TCL identifies learning processes that directly relate to the increase in student knowledge to further the goals and mission of the College. Key stakeholders determine processes for a) curriculum design, b) instruction, c) delivery methods, d) advising, e) registration, and f) career counseling.

4. How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key work process requirements?

- The College participates in community and civic organization meetings, such as the chambers of commerce meetings, and conducts a series of surveys and focus groups to ascertain workforce and student input on key work processes. Advice for program improvement is solicited from the advisory committees and employers for each program area.
- TCL conducts surveys and evaluations following New Student Orientation (NSO). Participants and event staff provide feedback which is incorporated into the planning and execution of subsequent NSOs.
- TCL conducts a comprehensive survey of non-returning students in support of collecting feedback to improve TCL's programs and services.
- TCL conducts an institutional graduate satisfaction and follow-up survey annually. The information collected supports decision-making to improve programs and services.
- TCL conducts several departmental surveys to collect feedback on customer services, products, and activities.

5. How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?

The College uses the Strategic Plan to guide leadership in efficiency and effectiveness. All identified action items in the Strategic Plan are measured, assessed, and evaluated; when needed, improvement plans are developed and implemented. A variety of checks and balances help ensure efficiency and effectiveness and continuous improvement.

6. How do you systematically evaluate and improve your work processes?

All College division programs and services are assessed and evaluated. Prescribed measures in the Strategic Plan provide essential data for decision-making. Data analysis and research are coordinated through the Department of Institutional Research. Administrative and academic program reviews are ongoing. Each division is reviewed and evaluated as to its respective focus, and recommendations are submitted for discussion and implementation.

7. What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?

Key support processes include strong marketing efforts, a student success management system that promotes student success, and a finance organization that provides funding for maintaining existing programs and developing new programs.

Because the basic outcome is delivery of education programs to students in the service area, all other College departments function to directly or indirectly support an objective. This support may be direct support to instruction through materials, facilities, financial services or to students as counseling, tutoring, or other support. In addition to the established evaluation processes through the reporting structure and personnel processes, support services are also evaluated through administrative program reviews.

8. How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new initiatives?

Budgetary and financial resources are provided by tuition and state and local allocations. These resources are managed by TCL's Administrative Services Division. Increases in tuition over the past several years have helped to offset declining allocations.

TCL uses a budget process based on the Strategic Plan that includes extensive involvement with College personnel in developing budget needs for support of the various educational programs, support functions, facilities, and institutional needs. The President, Area Commission members, and other College administrators are actively involved in seeking funds from all available sources to support the College programs.

The strategic planning process and institutional effectiveness efforts establish specific initiatives with funding requirements that flow into the budget planning process. The annual budget is developed based on priorities identified in the planning process. The College Annual Budget Planning Process steps are as follows:

1. Administrative Services prepares a preliminary budget and disseminates it to the Vice Presidents.
2. The Vice Presidents distribute the preliminary budgets to their departments.
3. Individual departments make recommendations and suggest changes to the preliminary budget.
4. Each department forwards a final draft department budget to their Vice President.
5. The Strategic Leadership Team (SLT) reviews, revises, and approves a final budget.
6. The SLT forwards the final budget to the TCL Area Commission.
7. The TCL Area Commission reviews and approves College's Annual Budget.

Category 7—Organizational Performance Results

Data Sources

The Technical College of the Lowcountry retrieves data reports from a several reporting systems sponsored by national, regional, state, and local agencies/organizations. In addition to Datatel, the College relies on the South Carolina Employment Security Commission, the National Student Clearinghouse, the South Carolina Department of Commerce, SCDASH, and the U.S. Census Bureau for data reports.

Reporting Systems/ Data Sources

Reporting systems include: Community College Survey of Student Engagement (CCSSE reports), National Center of Education Statistics Integrated Postsecondary Education Data Systems reports (NCES IPEDS), South Carolina Technical College System (SCTCS) Factbook Live and the Enterprise Decision Support System (EDSS), South Carolina Commission on Higher Education (SCCHE) Institutional Effectiveness and Performance Funding Reports, South Carolina Technical Education System (SCTCS) , Southern Regional Education Board (SREB), SUMMA Information Systems, Inc., *Student Opinion of Instruction Survey* , and Technical College of the Lowcountry (TCL) data and information management system reports.

Comparison groups

For national and regional comparisons, TCL uses data reports from the NCES IPEDS, SREB, and CCSSE reports. For state and local comparisons, TCL uses SCTCS, and SCCHE reports. The following colleges comprise TCL's South Carolina Technical College System Level 2 Peer Group based on undergraduate enrollment in the 1,000 to 4,000 range: a) Aiken Technical College, b) Carolina Central Technical College, c) Orangeburg-Calhoun Technical College, and d) Technical College of the Lowcountry.

7.1 What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

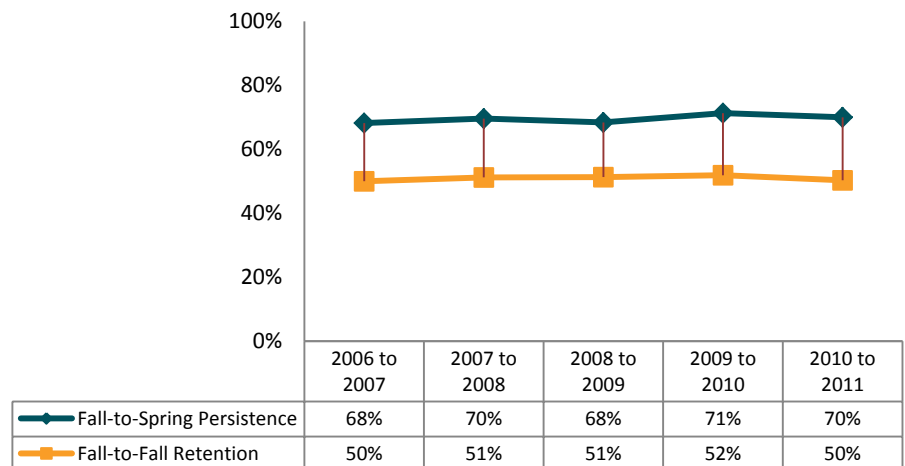
7.1.1 Key Measures: Fall-to-Spring Persistence and Fall-to-Fall Retention Rates

- The persistence and retention rates for TCL students varied slightly over the past five years.
- The gap between persistence and retention rates ranged between 17-20 percentage points.
- Fall-to-Spring Persistence of all students increased from 68% for the Fall 2006 cohort to 70% for the Fall 2010 cohort.

*All Students

Top Rates for Fall Cohorts:
Persistence: Fall 2009 at 71%
Retention: Fall 2009 at 52%

*Does not include dual enrolled students.

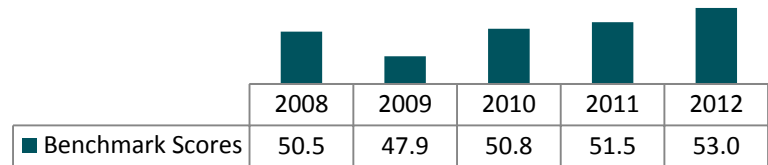


7.1.2 Key Measure: Community College Survey of Student Engagement Benchmark Scores

Benchmark scores are standardized so that the weighed mean across all students is 50 and the standard deviation across all participating students is 25.

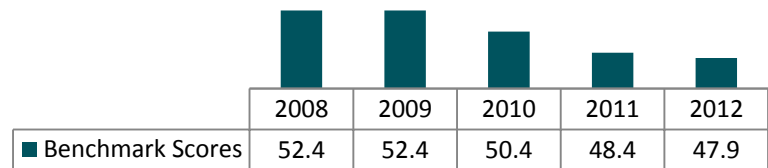
5-year Benchmark Score Average: 50.7
Top Benchmark Score: 53.0 in 2012

Academic Challenge



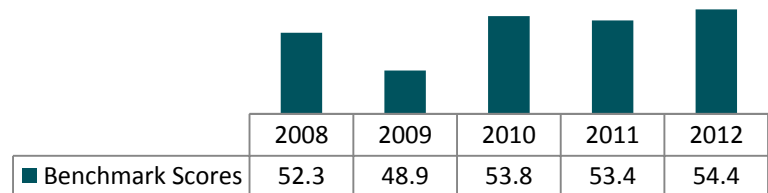
5-year Benchmark Score Average: 50.3
Top Benchmark Score: 52.4 in both 2008 and 2009

Active and Collaborative Learning



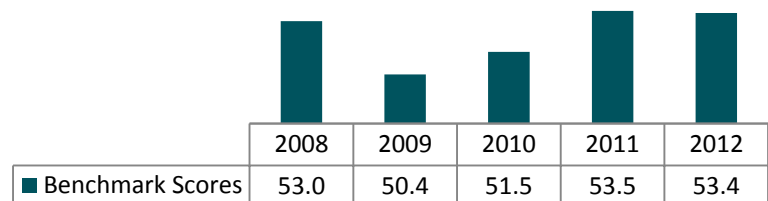
5-year Benchmark Score Average: 52.6
Top Benchmark Score: 54.4 in 2012

Student Effort



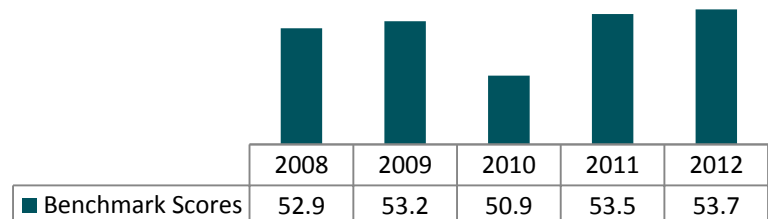
5-year Benchmark Score Average: 52.4
Top Benchmark Score: 53.5 in 2011

Student-Faculty Interaction



5-year Benchmark Score Average: 52.8
Top Benchmark Score: 53.7 in 2012

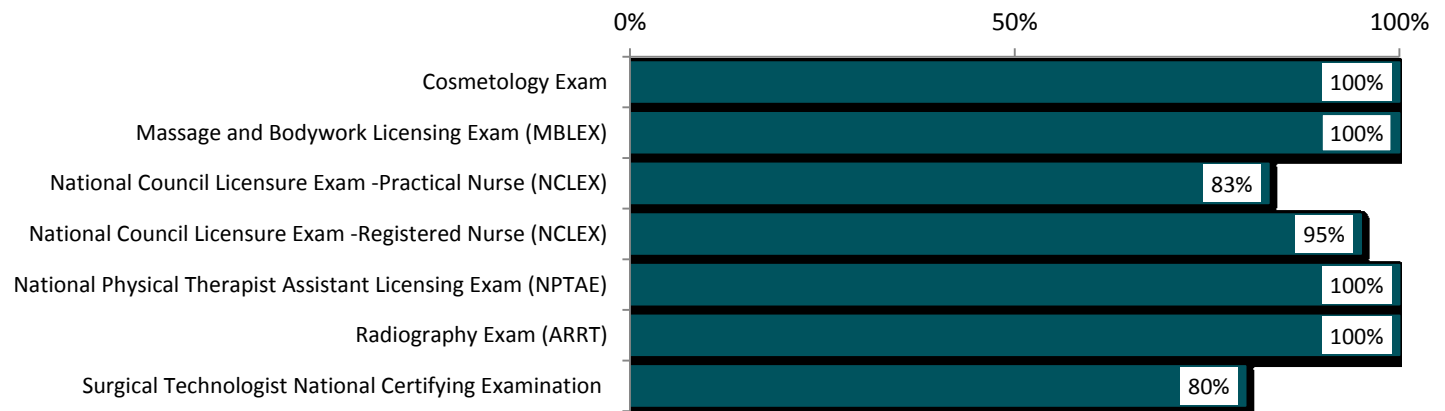
Support for Learners



7.1.3 Key Measure: First-Attempt Pass Rates of National Professional Licensure Examinations

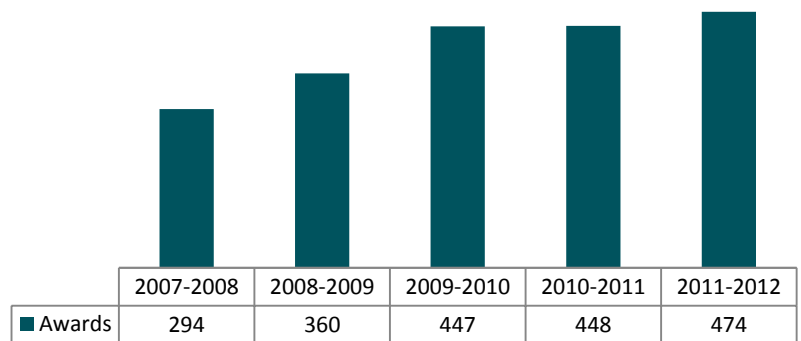
2011-2012 First-Attempt Pass Rates

- Of the seven (7) national professional licensure examinations that TCL supports, four (4) examinations had 100% first-attempt pass rates in April 1, 2011-March 31, 2012.
- For seven (7) consecutive years, all graduates in the Radiologic Technology program passed the national professional licensure examination on first attempt.



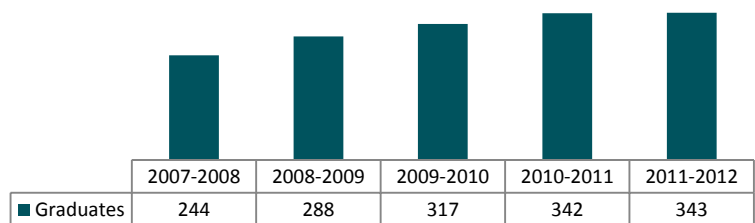
7.1.4 Key Measure: Completions—Awards Conferred (Reporting Period: July 1 to June 30)

5-year Average: 405
Top Year for Awards: 2011-2012
Awards Conferred Growth Rate from 2007-2008 to 2011-2012: 61%



7.1.5 Key Measure: Completions—Number of Graduates (Reporting Period: July 1 to June 30)

5-year Average: 307
Top Year for Graduates: 2010-2011
Graduates Growth Rate from previous 2007-2008 to 2011-2012: 41%

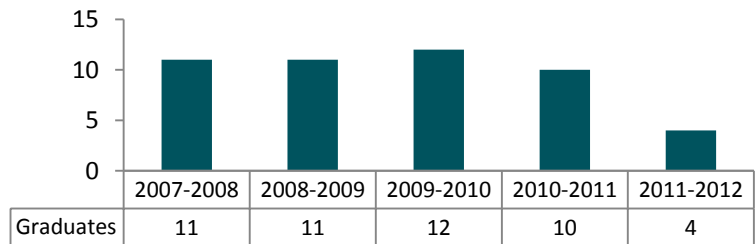


7.1.6 Key Measure: Graduates of Accredited Health Sciences Programs (Reporting Period: July 1 to June 30)

All of TCL's 2011-2012 Health Science programs were accredited by a national, regional, and/or state organizations
(*indicates preliminary data (not verified by SC CHE as of September 4, 2012) for academic year.)

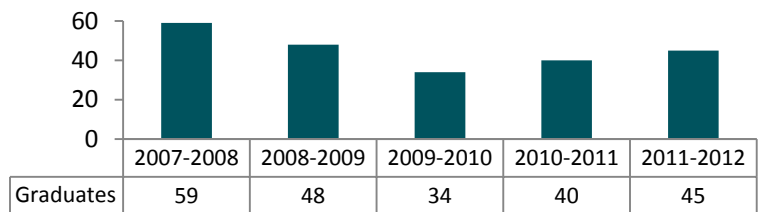
Certificate of Applied Sciences in Massage Therapy

TCL's Certificate of Applied Science in Massage Therapy was the first and only massage therapy program in South Carolina to earn a specialized program accreditation from the Commission on Massage Therapy Accreditation (COMATA).

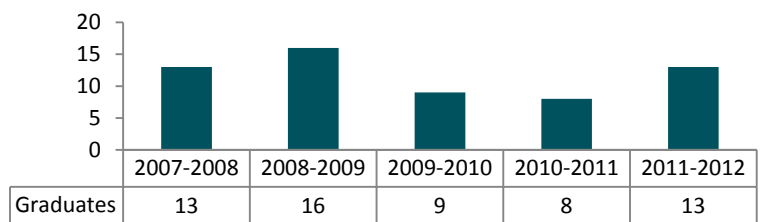


Associate of Applied Sciences in Nursing

In 2008-2009, TCL adjusted the cap size for the entering student class for the nursing program from 56 to 40 students twice a year.

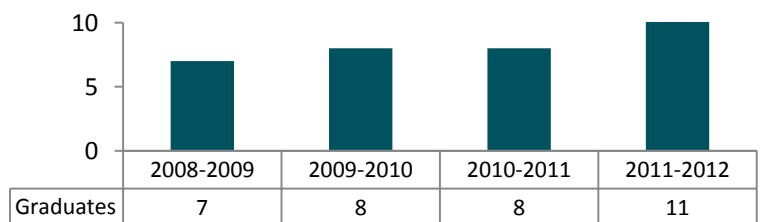


Diploma of Applied Sciences in Practical Nursing



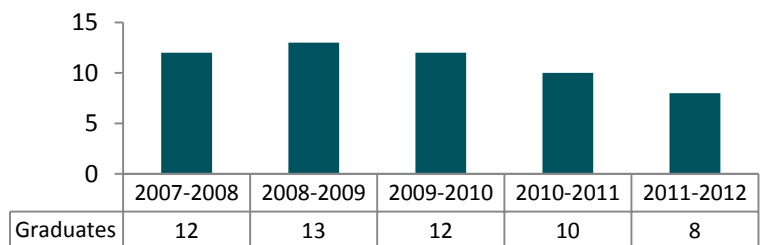
Associate of Applied Sciences in Physical Therapist Assistant

Program's first class of graduates was conferred in May 2009.



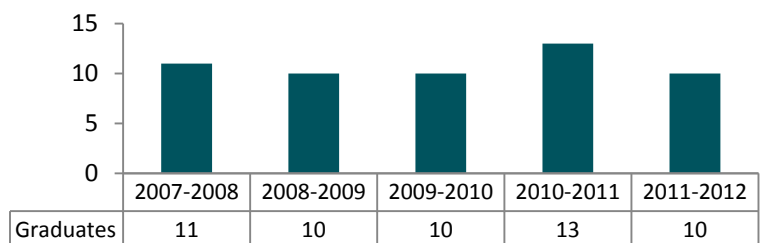
Diploma of Applied Sciences in Radiologic Technology

For seven (7) consecutive years, all graduates in the Radiologic Technology program passed the national professional licensure examination on first attempt.



Diploma of Applied Sciences in Surgical Technology

Of TCL's graduates from the Diploma of Applied Sciences in Surgical Technology who attempted the Surgical Technologist National Certifying Examination in 2011-2012, 80% passed on their first attempt.



7.1.7 Key Measures: Graduation Rates and Success Rates

Percentages truncated

Graduation Rates and Success Rates of First-time, Full-time Degree-seeking Freshmen

Graduation Rates: Percentage of GRS Cohort that graduate within 150% of program normal time.

Success Rate: Percentage of GRS Cohort students who graduate, transfer to a university or college, and/or who were still enrolled.

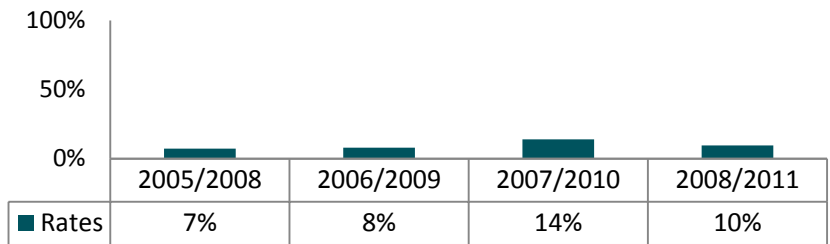
Top Year for Graduation Rate:

14% in 2010

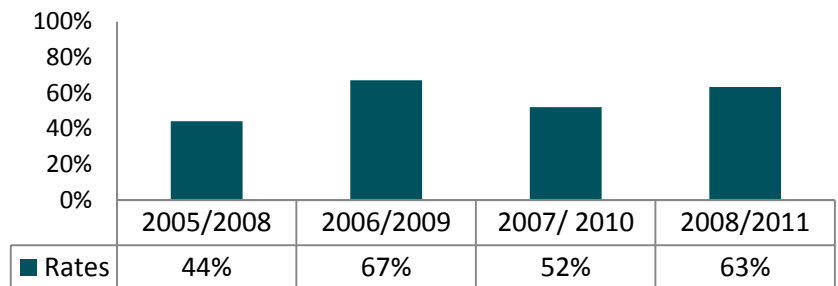
Top Year for Success Rate:

67% in 2009

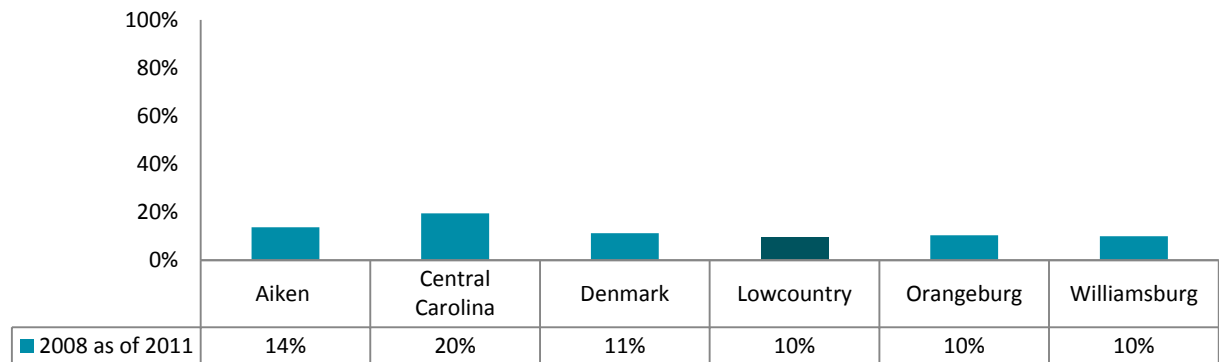
Graduation Rates



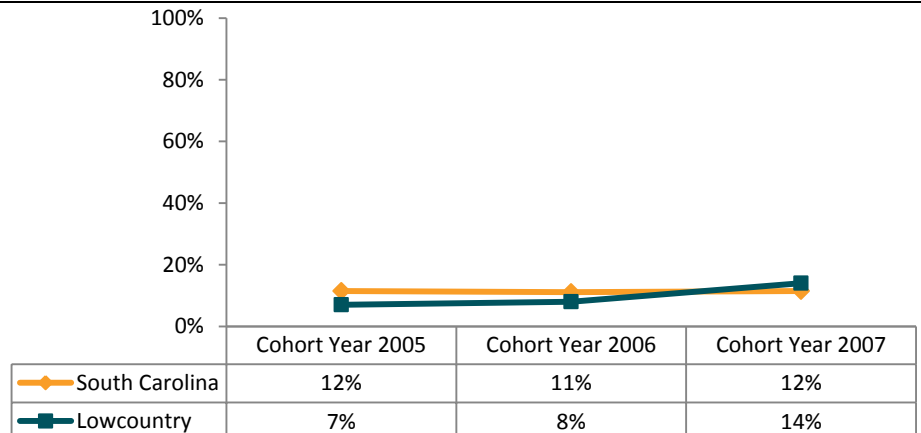
Success Rates



South Carolina Technical College System Level 2 Peer Group Graduation Rates 2008 /2011



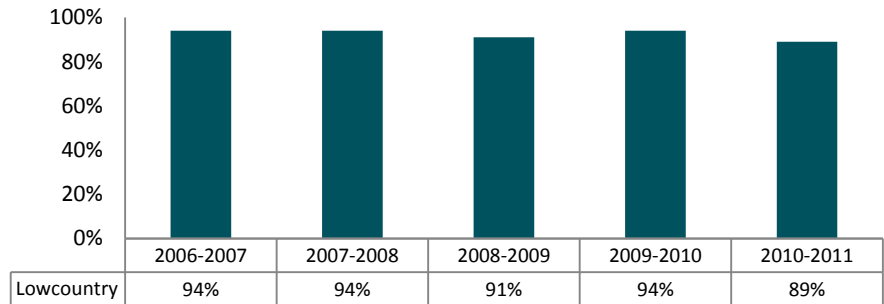
National Center for Education Statistics
Graduation Rates within 150% of
normal time at public, 2-year
postsecondary institutions for South
Carolina compared to the Technical
College of the Lowcountry Cohort Year
2005 to Cohort Year 2007



7.1.8 Key Measure: Graduate Placement Rates—On Job and In School

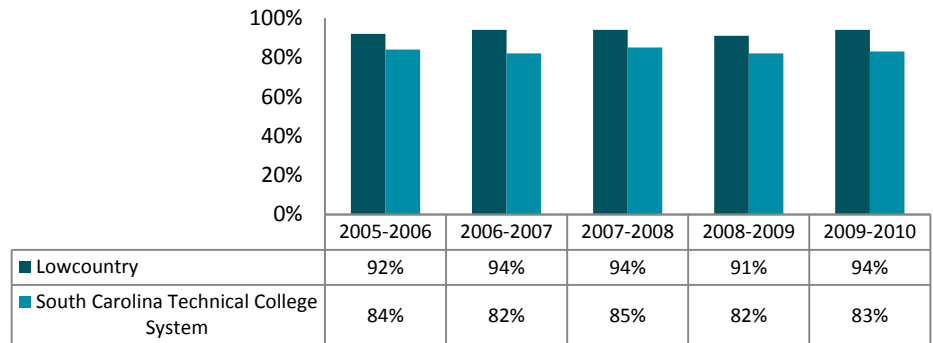
Graduate Placement Rates for the Technical College of the Lowcountry 2006-2007 to 2010-2011.

Top Placement Rates:
2009-2010 at 94%



Comparing the Technical College of the Lowcountry to the South Carolina Technical College System (SCTCS) Graduate Placement Rates from 2005-2006 to 2009-2010

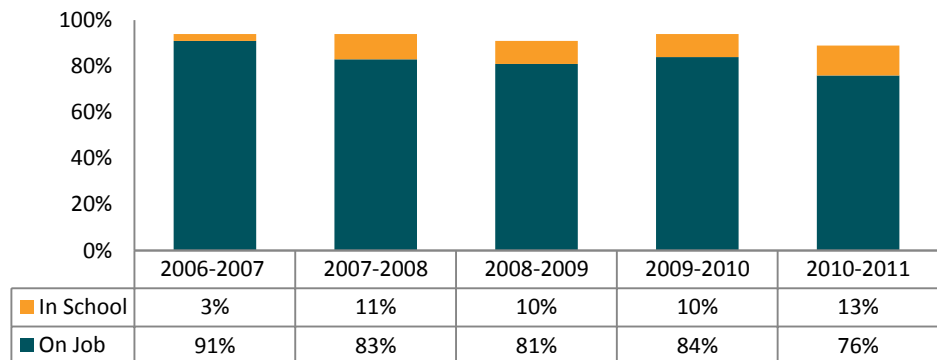
The Technical College of the Lowcountry placement rates were above SCTCS rates from 2005-2006 to 2009-2010.



7.1.9 Key Measure: Graduate Placement Rates—On Job or In School

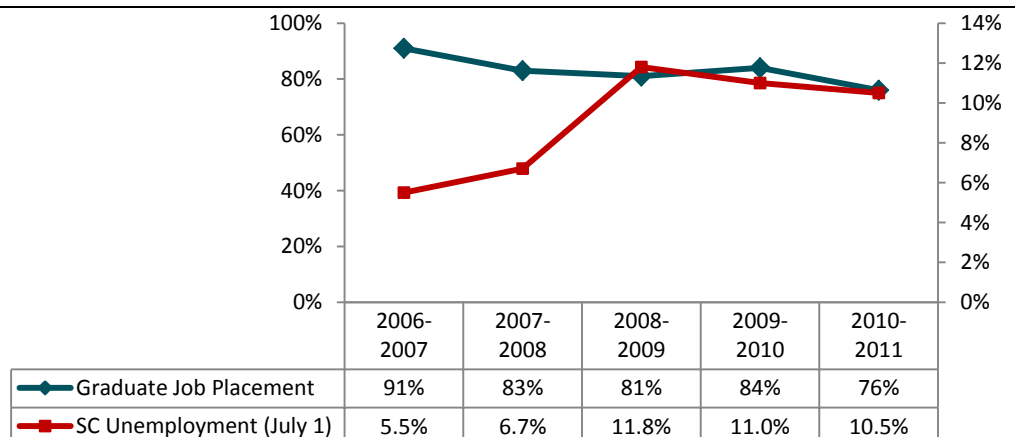
Graduate Job and In School Placement

Top Year for On Job Placement:
2006-2007 at 91%



TCL Graduate Job Placement and South Carolina Unemployment

Over the past five years, graduate job placement rates decreased by 15 percentage points while the South Carolina's unemployment rates nearly doubled.



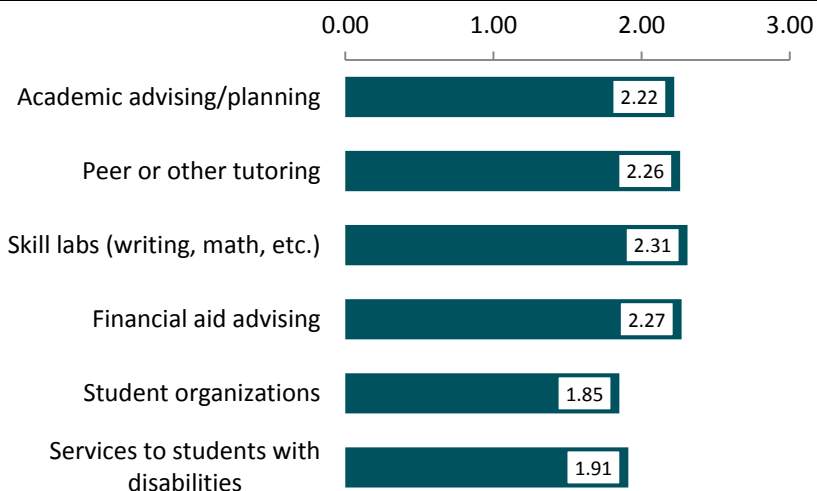
7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

7.2.1 Key Measure: Student Satisfaction of College's Student Support Services

Student Satisfaction of Support Services Benchmark Item Scores (CCSSE 2012)

Top Benchmark Item Score: 2.31 for Skill Labs

As the mean nears 3.00, the level of student satisfaction increases to "Very Satisfied." A mean score of 2.00 or higher indicates satisfaction.



7.2.2a Key Measure: Graduate Satisfaction Survey Results -Instruction

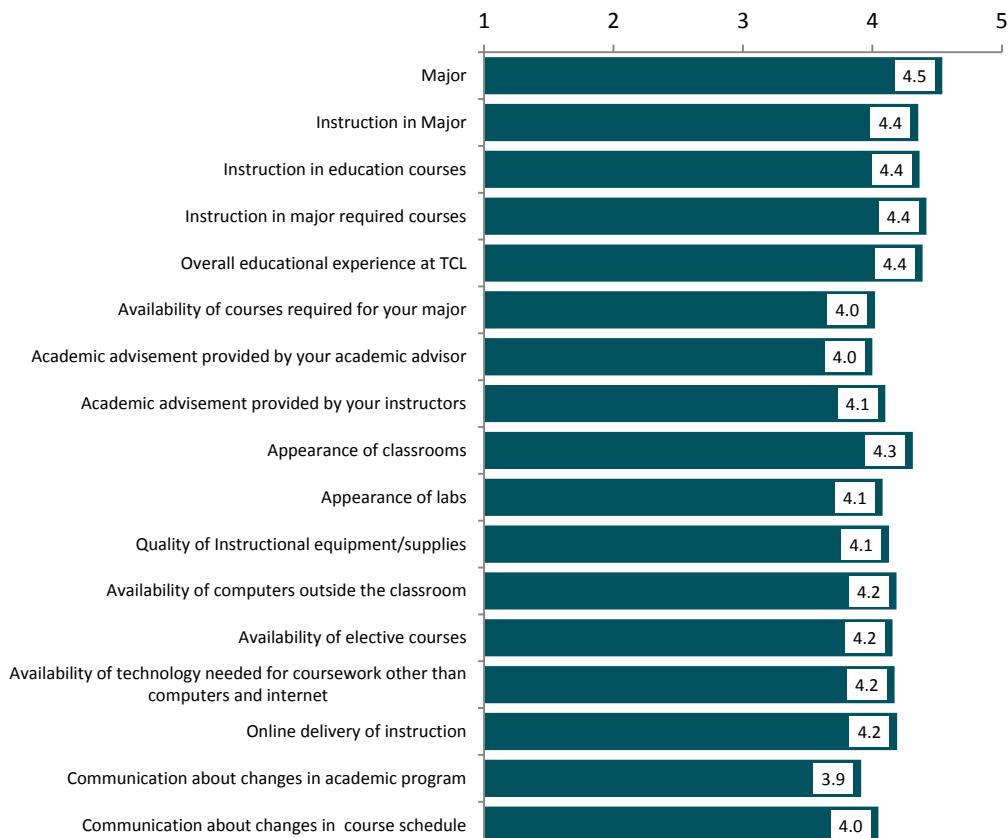
Satisfaction with Instruction

Overall Mean Score for Satisfaction of Instruction: 4.2

Very Satisfied Response Rate: 48%

Top Mean Score: 4.5 Major

As the satisfaction score nears 5.0, the level of satisfaction increases to "Very Satisfied." A mean score of 3.00 or higher indicates satisfaction.



7.2.2b Key Measure: Graduate Satisfaction Survey Results - Library/ Learning Resources Center

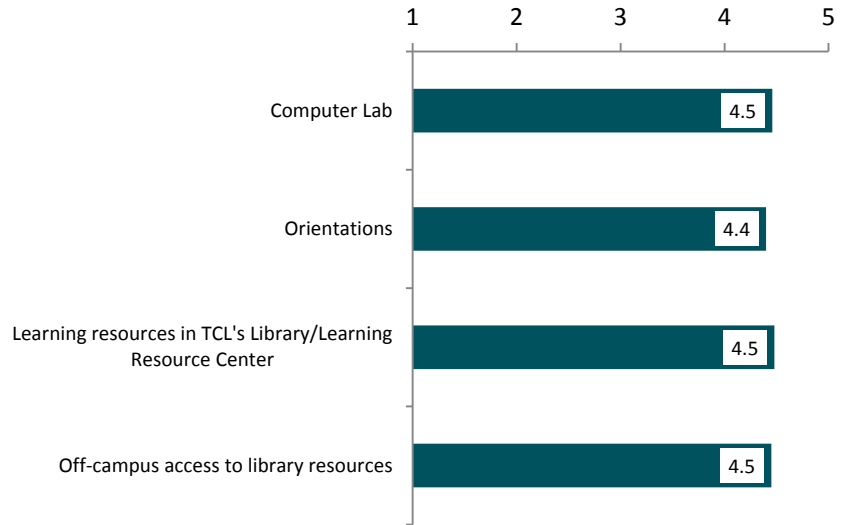
Satisfaction with Library/Learning Resources Center

Overall Mean Score for Satisfaction of Library/Learning Resources Center : 4.5

Very Satisfied Response Rate: 57%

Top Score: 4.5 –Computer Lab, Learning resources in TCL’s Library/Learning Resources Center, and Off-campus access to library resources

As the satisfaction score nears 5.0, the level of satisfaction increases to “Very Satisfied.” A mean score of 3.00 or higher indicates satisfaction.



7.2.2c Key Measure: Graduate Satisfaction - Student Support and Administrative Services

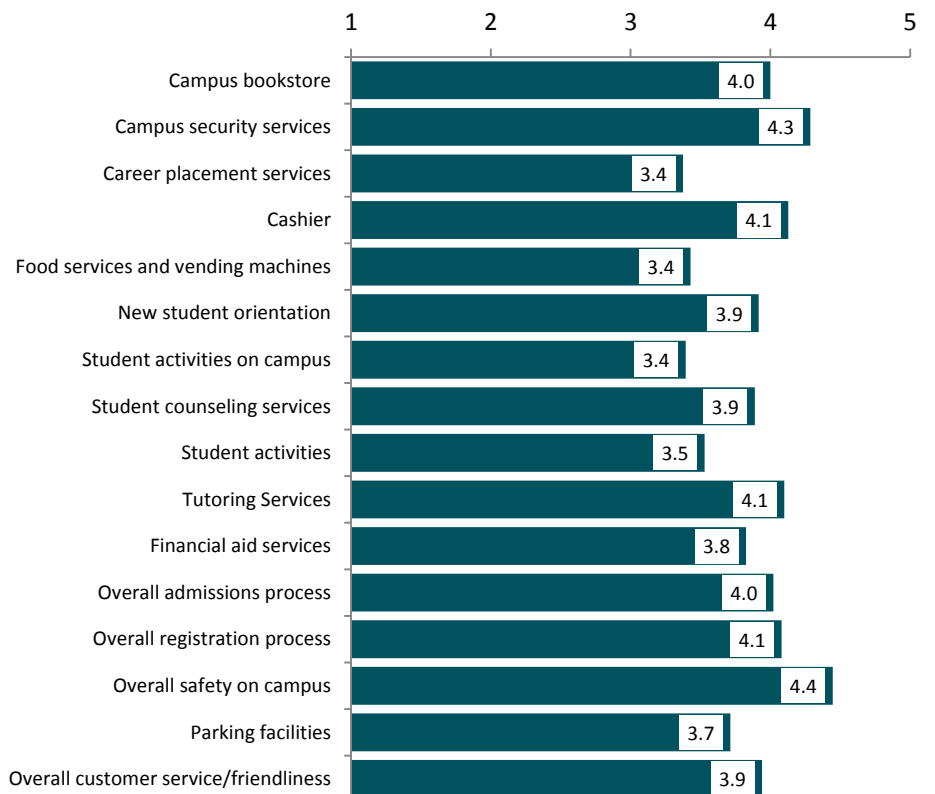
Satisfaction with Student Support and Administrative Services

Overall Mean Score of Satisfaction for Student Support and Administrative Services: 3.9

Very Satisfied Response Rate: 44%

Top Score: 4.4 Overall safety on campus

As the satisfaction score nears 5.0, the level of satisfaction increases to “Very Satisfied.” A mean score of 3.00 or higher indicates satisfaction.



7.2.3 Key Measure: Student Opinion Course Instruction

Fall Survey of Student Opinion of Instruction Scores

As a group, students were satisfied with the following components of instruction: course evaluation, course instruction, instructor-student Interaction, instruction meeting course objectives, and student learning at TCL.

Top Instruction Category: Instructor-Student Interaction at 4.5 for all five fall semesters

As the agreement score nears 5.0, the level of agreement increases to Strongly Agree. A score of 4.0 or greater indicates satisfaction.

Mean Scores for Instruction	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Evaluation of student progress	4.4	4.4	4.4	4.4	4.4
Instruction	4.4	4.4	4.4	4.4	4.4
Instructor-student interaction	4.5	4.5	4.5	4.5	4.5
Meeting course objectives	4.4	4.4	4.4	4.4	4.4
Student learning	4.3	4.3	4.4	4.3	4.3
Overall	4.4	4.4	4.4	4.4	4.4

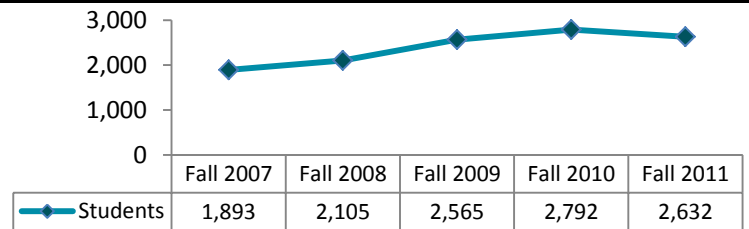
7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

7.3.1 Key Measures: Fall Enrollment, FTE, and Growth Rates

Growth in Fall Enrollment Students from 2007 to 2011

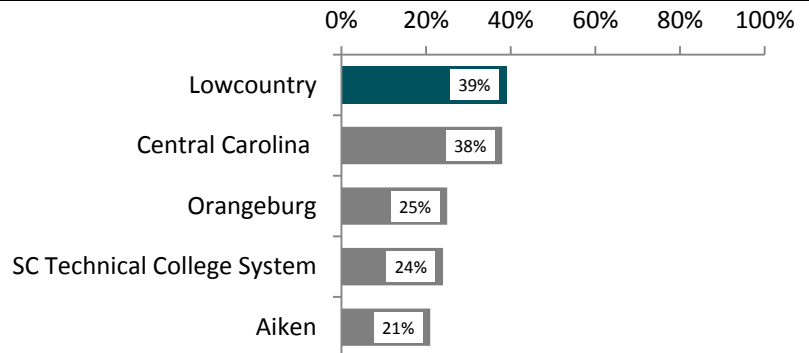
From 2007 to 2011, TCL grew by 39%.

Top Enrollment: Fall 2007 at 2,792



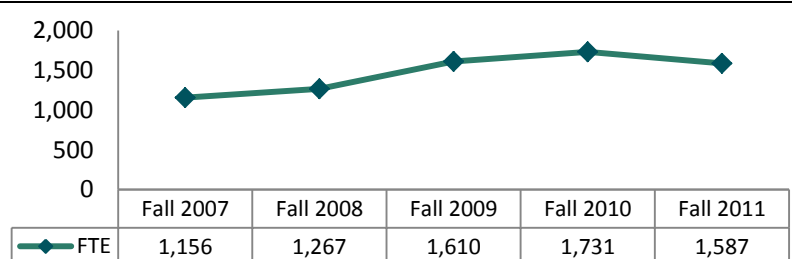
Growth Rates for South Carolina Technical College System Level 2 Peer Group

TCL had the fastest growing fall enrollment among South Carolina's Technical College System Level 2 Peer Group Colleges.



Fall Full-time Equivalence (FTE)

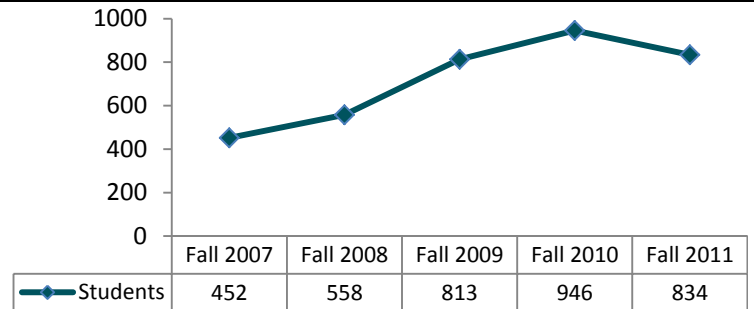
FTE steadily increased by 37% from Fall 2007 to Fall 2011



7.3.1 Key Measures: Fall Enrollment, FTE, and Growth Rates

Growth in New River Campus Enrollment since Fall 2007

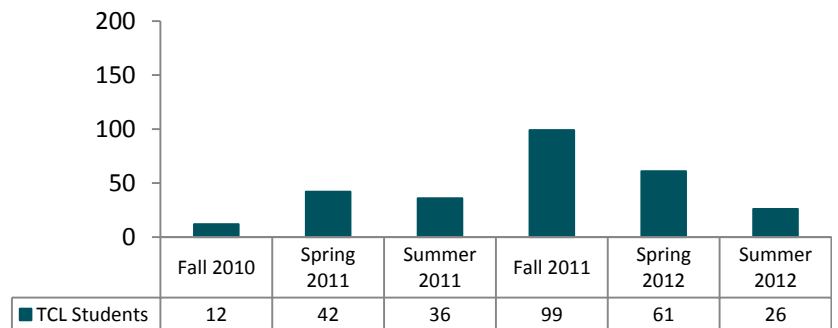
From Fall 2007 to Fall 2011, the number of distinct students attending at least one class at New River has increased by 85%.



Enrollment of TCL Students attending classes at Whale Branch Early College High School

Top Enrollment: 99 TCL students in Fall 2011

From Fall 2010 to Summer 2012, 167 TCL students have attended at least one class at Whale Branch Early College High School.

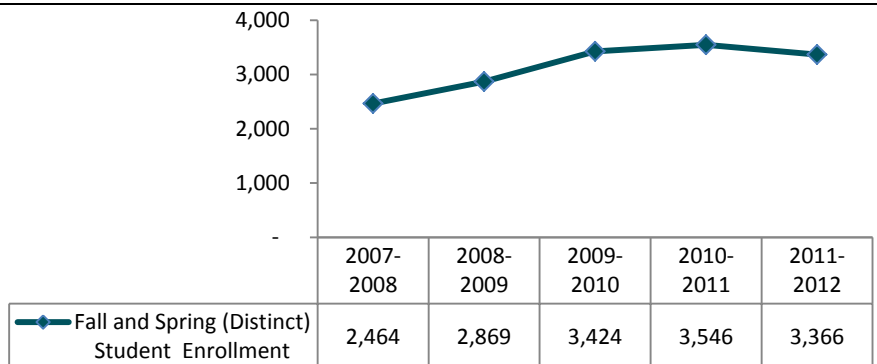


7.3.2 Key Measures: Annualized Undergraduate Enrollment and Credit Hours Delivered (Fall and Spring Semesters)

From 2007-2008 to 2011-2012, TCL maintained a 5-year average of 14 credit hours per student. For fall semesters, the average number of attempted credit hours has held steady at 9 credit hours per student since Fall 2007.

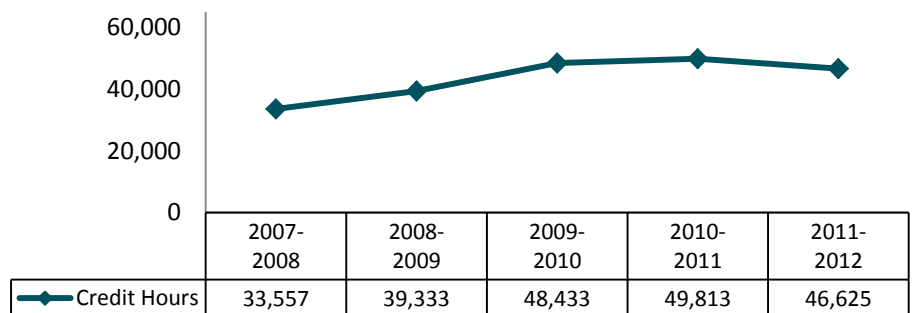
Annualized Enrollment (Fall and Spring)

TCL increased annualized (distinct) students by 37% from 2007-2008 to 2011-2012.



Annualized Credit Hours Delivered (Fall and Spring only)

TCL increased the number of credit hours delivered annually by 39% from 2007-2008 to 2011-2012.



7.3.3 Key Measures: Annualized Continuing Education Enrollment

Continuing Education Enrollment (July 1-June 30)

Distinct Students

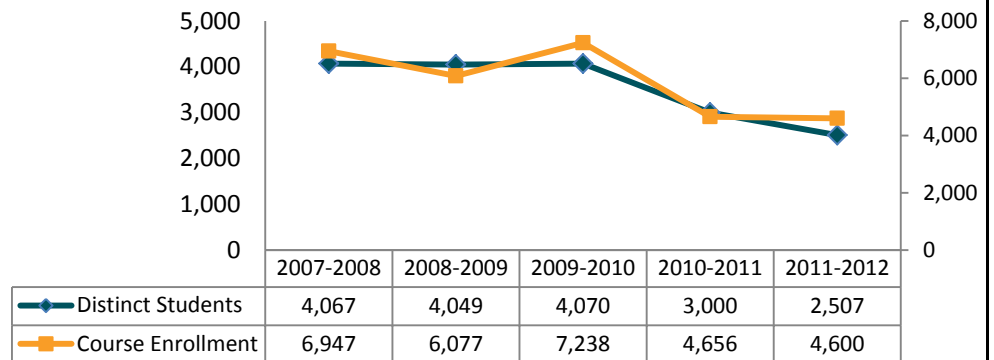
Top Year: 2009-2010 at 4,070

Percent Change: -38%

Course Enrollment

Top Year: 2009-2010 at 7,238

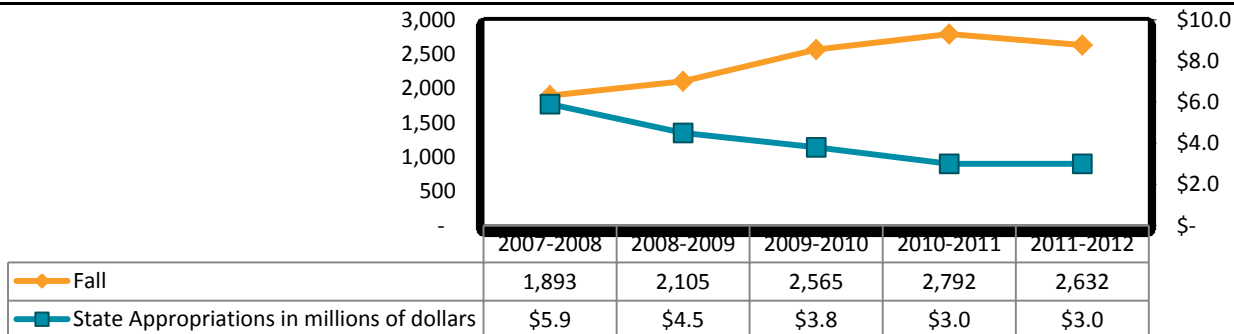
Percent Change: -34%



7.3.4 Key Measure: Cost Containment—Fall Enrollment Growth Compared to Shrinking State Appropriations

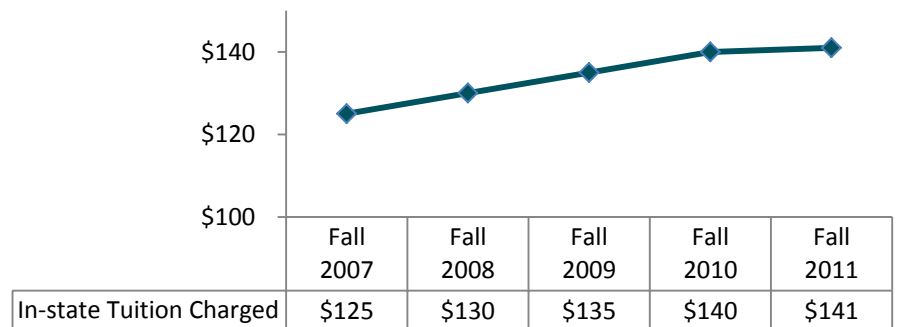
State Appropriations and Fall Enrollment Trends

TCL has maintained its quality of services and programs while State Appropriations decreased from \$5.9 million in 2007-2008 to \$3.0 in 2011-2012, a 49% cut over five years. During this period of severe budget cuts, TCL's fall enrollment grew by 39%.



Increases of In-state Tuition per Credit Hour Tuition

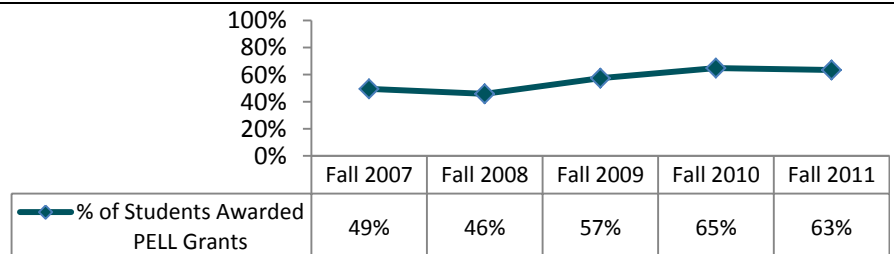
TCL has increased its in-state per credit hour tuition by only 13% from 2007 to 2011 while combined state and county appropriations have decreased by 39%.



Percentage of students that received PELL awards

The percentage of fall enrollment receiving PELL awards grew from 49% in Fall 2007 to 63% in Fall 2011.

Top Percentage: 65% in Fall 2010

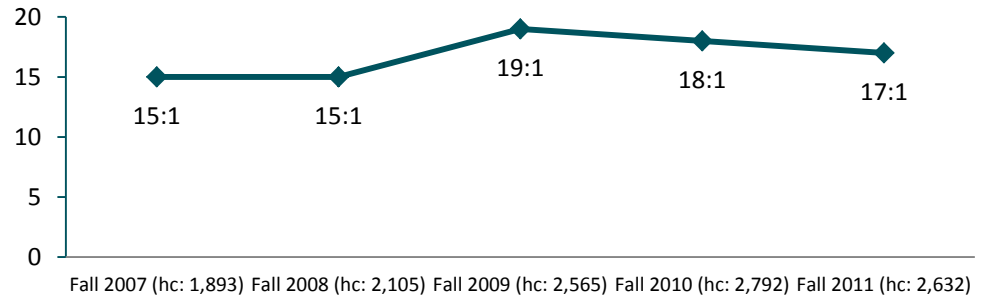


7.3.5 Key Measure: Student-Faculty Ratios

Student-Faculty Ratio :Fall 2008 to Fall 2011

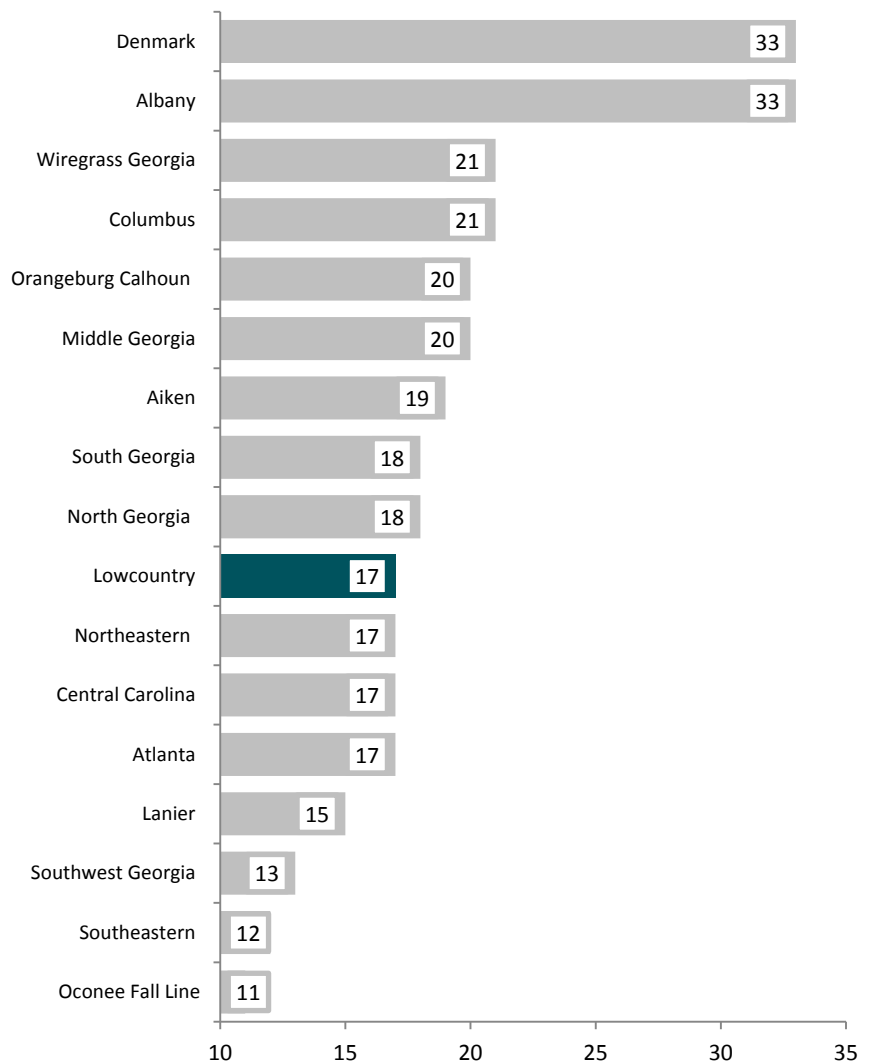
Best Student-Faculty Ratio: 15:1

While enrollment increased by 39% since Fall 2007, TCL has maintained excellent student-faculty ratios.



Student-Faculty Ratios Comparing TCL to Peer Colleges in South Carolina and Georgia

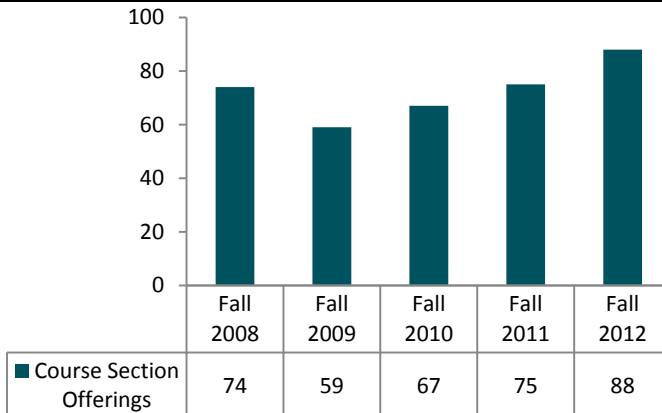
Among 17 South Carolina and Georgia two-year, public, small technical colleges, TCL had one of the lower 2011 Student-to-Faculty Ratios. Ratios ranged from 11:1 to 33:1, and 53% of these colleges held a Student-to-Faculty Ratio above 17:1.



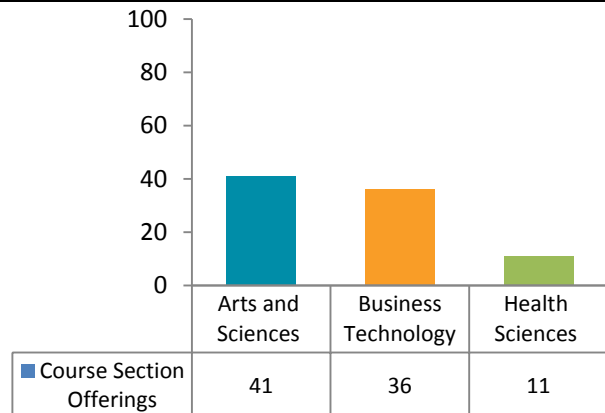
7.3.6 Key Measure: Distance Education—Fall Online Course Section Offerings

Fall Online Course Section Offerings

TCL offered 19% more online course sections in Fall 2012 over Fall 2008.



Fall 2012 Online Course Section Offerings by Division



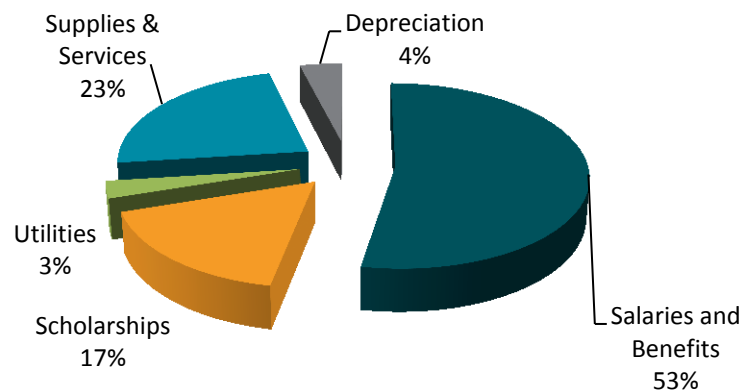
7.3.7 Key Measures: Operating Expenses

(These financial data provided for Fiscal Year End June 30, 2011 are preliminary.)

Operating Expenses as a percentage of total operating expenses Fiscal Year End June 30, 2012

Total Operating Expenses:
\$22.3 million

Operating Expenses

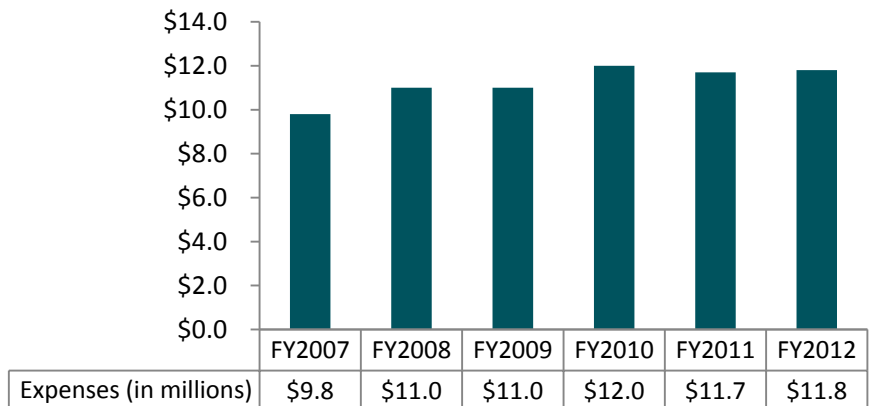


7.3.8 Key Measures: Trends of Operating Expenses –Salaries and Benefits, Utilities, and Scholarships

(These financial data provided for Fiscal Year End June 30, 2012 are preliminary.)

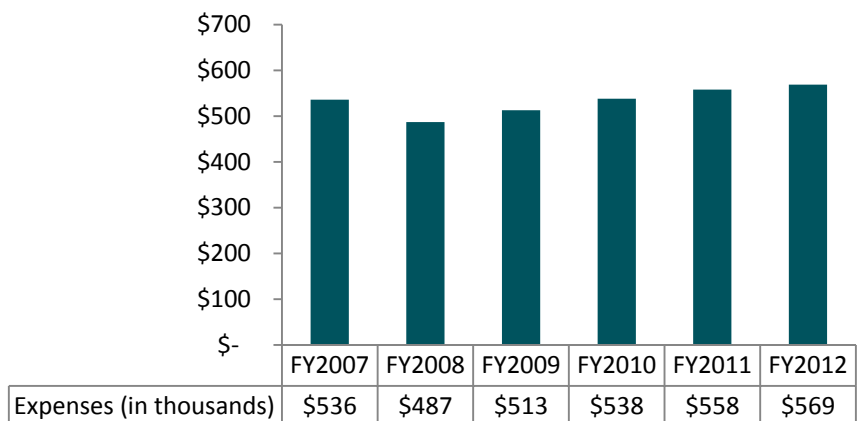
Salaries and Benefits

(To support instruction, academic support, student services, institutional support, and auxiliary enterprises)



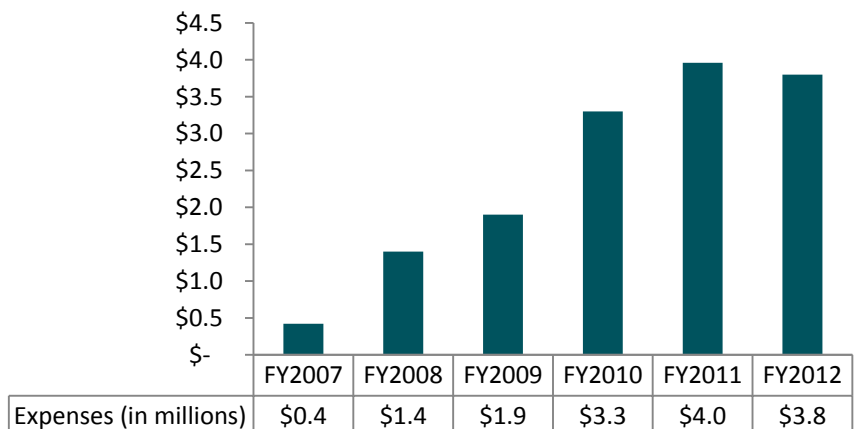
Utilities

(Utilities for operation and maintenances of plant and auxiliary enterprises.)



Scholarships & Fellowships

(The College receives scholarships for books and stipends along with non-governmental grants that were used to support College programs, such as scholarships.)

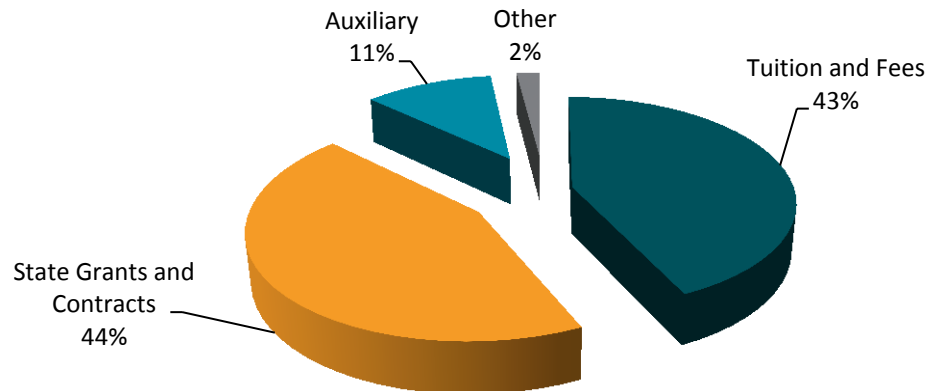


7.3.9 Key Measure: Operating Revenues

(These financial data provided for Fiscal Year End June 30, 2012 are preliminary.)

Operating Revenues as a Percent of Total Operating Revenue.

Total Operating Revenue:
\$10.2 million



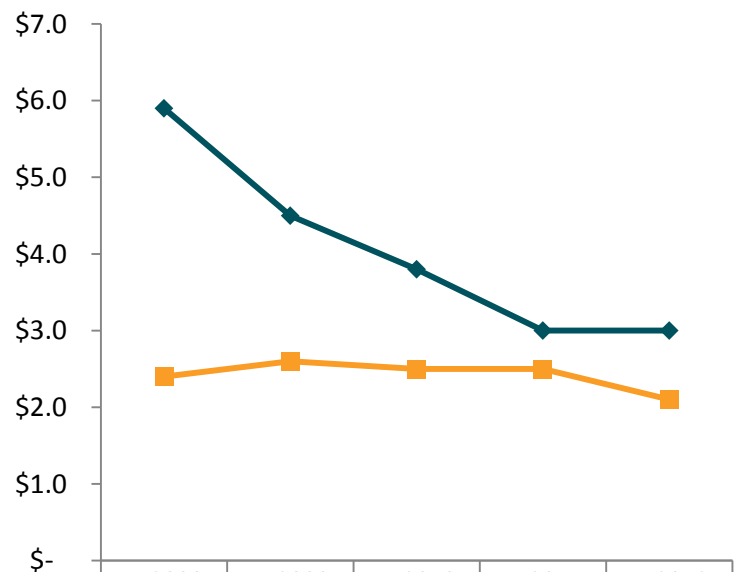
7.3.10 Key Measure: Non-operating Revenue

Non-operating Revenue:
State and County Appropriations
Fiscal Year End for 2008 to 2012

Lowest FY for State Appropriations:
FY 2011 and FY 2012 at \$3.0

Lowest FY for County Appropriations: FY2012 at \$2.1

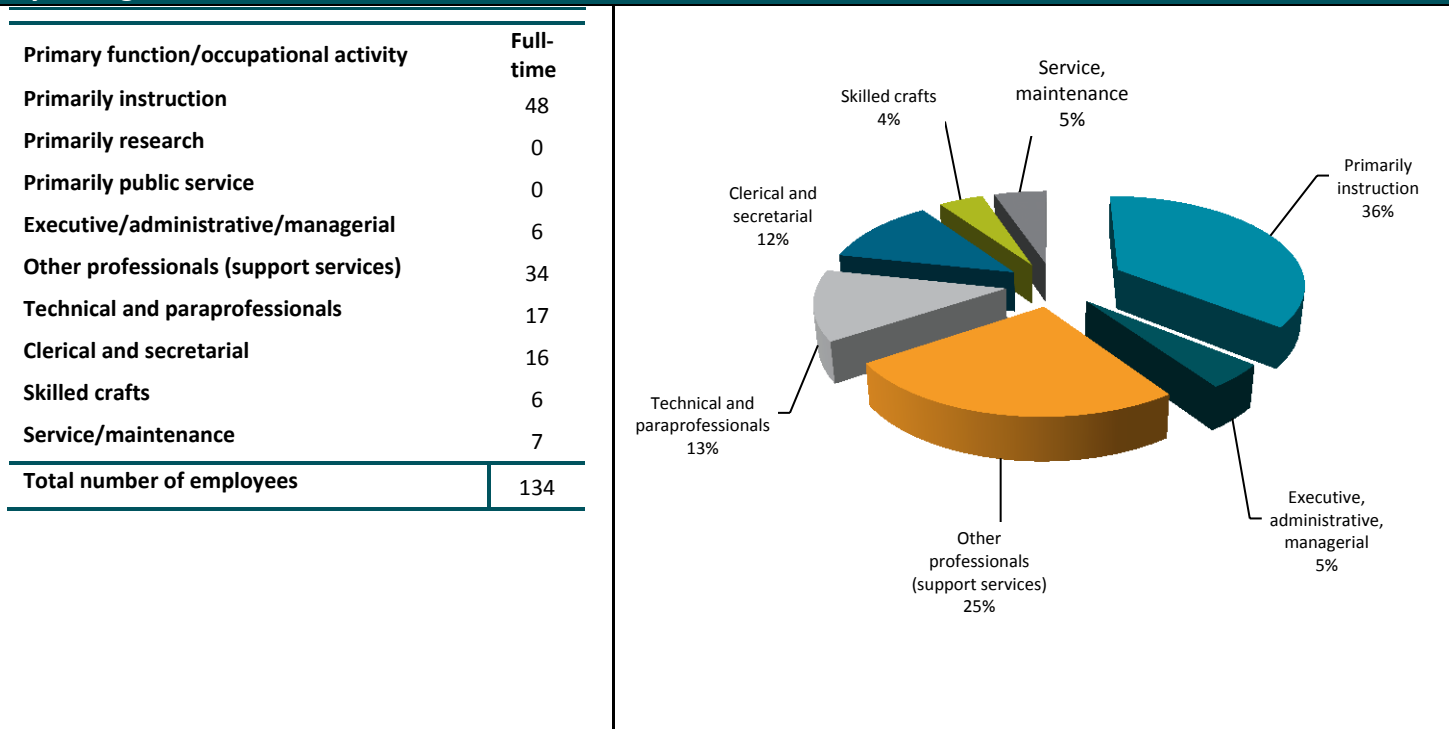
Rate of Change: FY 2008 to FY2012
State: 49% decrease
County : 13% decrease



	FY2008	FY2009	FY2010	FY2011	FY2012
State (in millions)	\$5.9	\$4.5	\$3.8	\$3.0	\$3.0
County (in millions)	\$2.4	\$2.6	\$2.5	\$2.5	\$2.1

7.4 What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, and workforce climate including workplace health, safety, and security?

7.4.1 Key Measure: Growth in Workforce—2010-2011 Percentage of Full-time Employees by Assigned Positions as of November 1, 2011



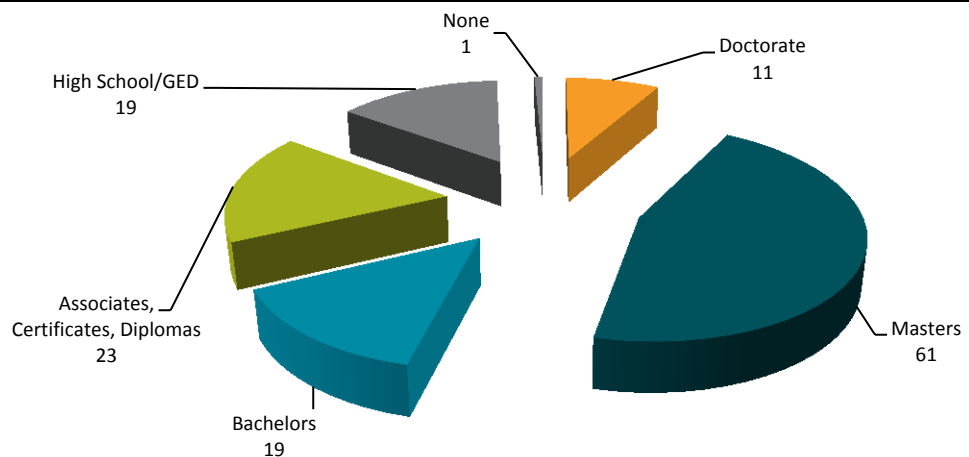
7.4.2 Key Measure: Growth in Workforce—All Employees by Assigned Positions as of November 1, 2011

Primary function/occupational activity	2010 (n = 311)	2011 (n = 317)
Primarily Instruction	165	162
Executive/administrative/managerial	5	6
Other professionals (support services)	47	47
Technical and paraprofessionals	43	53
Clerical and Administrative Support	34	32
Skilled crafts	6	6
Service maintenance	11	11

7.4.3 Key Measure: Employee Degree Attainment—Highest Degree Earned by Full-time Employees (as of November 1, 2011)

Number of Full-time Employees per Highest Degree Earned

The majority (54%) of TCL's 134 full-time employees have earned a master or doctorate degree.



7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency and work system performance?

7.5.1 Curriculum Development and Assessment

Instructional Performance Assessment Instrument ©IPSI provides basic software tools to track course content goals and course level student learning outcomes. In 2010 -2011, all courses had IPSI syllabi, and those syllabi were posted on the TCL website. Faculty completed a review of courses to determine if all course content had been taught, if any had been removed, and if any new content was included. Faculty also reviewed whether each content goal was evaluated. Furthermore, faculty reflected on the overall performance of the class and developed a plan for making changes if warranted by the student outcomes. Phase III Program Level Evaluation was implemented in several areas and will become an embedded part of program review over the next program review cycle. The program advisory committees are actively involved in this work of review and feedback of course content goals.

7.5.2 2011-2012 Academic Advisory Committees

One of the most important missions of the College is to provide technical, career-oriented programs in response to defined needs of the community it serves. The nature of such programs demands a close, cooperative relationship between the College and local industry, business, and government. To foster this relationship, the College maintains an advisory committee for each of its associate degree and diploma programs/clusters and distinct certificate programs not associated with a degree or diploma program—a total of 19 committees.

These committees are able to provide essential contributions because their membership represents employers and other community members who are respected and recognized as authorities in their fields. The presence of functioning advisory committees enables the educators to develop career education programs based on real needs of the community.

These committees consider feedback from faculty, students, employees, and alumni in addition to information from accrediting bodies or other external sources in their review of the academic programs. Public confidence and improved educational programs can be secured when the experiences and counsel of responsible citizens are solicited and acted upon by the institution.

7.5.2 Key Measure: 2011-2012 Academic Advisory Committees

Academic Programs

Administrative Office Technology	Electronics
Arts & Sciences (Transfer)	General Business
Building Construction Technology	HVAC
Civil Engineering	Massage Therapy
Computer Aided Design (CAD)	Nursing
Computer Technology	Paralegal
Cosmetology	Physical Therapist
Criminal Justice	Radiologic Technology
Culinary Arts	Surgical Technology
Early Childhood Education	

7.5.3 2011-2012 Institutional Committees

Institutional committees meet on a regular basis and involve faculty and staff at all levels and task forces or ad hoc committees are convened for special initiatives/projects.

7.5.3 Key Measure: 2011-2012 Institutional Committees and Members

Institutional Committees	Procedure	TCL	Student	Non-voting
Alcohol and Other Drug Program Review	2-1-201.1.18	7	0	0
Curriculum	2-1-201.1.2	13	1	1
Enrollment Management	2-1-201.1.5	16	1	0
Information Resource Management	2-1-201.1.4	13	0	0
Safety, Health, & Business Continuity	2-1-201.1.15	10	0	0
Strategic Planning Council	2-1-201.1.19	25	0	0

7.6 What are your performance levels for your key measures related to leadership and social responsibility?

7.6.1 Community Engagement

One of the College's strategies in meeting its Key Strategic Goals is to encourage its faculty and staff to be actively engaged in community and professional organizations and serving in leadership roles. Results from a survey of employees showed that 78 of TCL's employees were engaged in 81 national, state, and local community and/or professional organizations.

Organizations included but were not limited to the following: Rotary International, Women in Philanthropy, Phi-Theta Kappa International Honor Society, Jasper County School Improvement Council, American Cancer Society, American Heart Association, American Diabetes Association, Bluffton Self Help, Boys and Girls Club of Bluffton, Hope Haven, United Way, Exchange Club of Beaufort, and the National Career Development Association.

More than half (56%) of the respondents indicated they were a member of a board of directors while 24% indicated they served in an active leadership role or as an advisory board member.

Table 7.6.1 shows the number and percentage of respondents by the active leadership and engagement roles.

7.6.1 Key Measure: 2011-2012 Active Leadership and Engagement Roles in Community and Professional Organizations (July 1, 2011- June 30, 2012)

Active Leadership and Engagement Roles in Organizations	N	%
Active Leadership Role	8	10%
Active Member	35	45%
Advisory Board Member	11	14%
Campus-wide Support	6	8%
Committee Member	20	26%
Member of the Board of Directors	44	56%
Volunteer	13	17%
Other	59	76%

7.6.2 Key measure: Crime On Campus

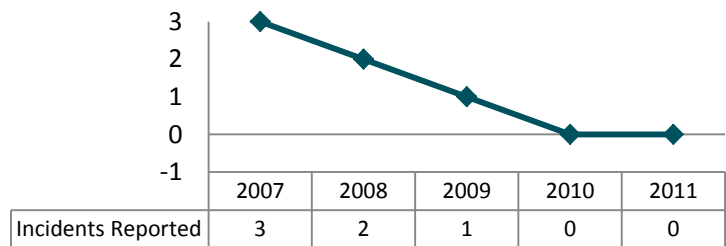
(Beaufort Main Campus, New River Campus, and H. Mungin Center locations only)

U.S. Department of Education: Crime on Campus Reports: Criminal Offenses

Reporting period:
January 1 – December 31, 2011

Reports of criminal offenses have steadily decreased from three (3) incidents in 2007 to zero (0) reports in 2011.

Criminal Offenses



Criminal Offenses	2007	2008	2009	2010	2011
Murder/Non-negligent manslaughter	0	0	0	0	0
Negligent manslaughter	0	0	0	0	0
Sex offenses - Forcible	0	0	0	0	0
Sex offenses - Non-forcible	0	0	0	0	0
Robbery	0	0	0	0	0
Aggravated assault	2	0	1	0	0
Burglary	1	1	0	0	0
Motor vehicle theft	0	1	0	0	0
Arson	0	0	0	0	0
Arrests	2007	2008	2009	2010	2011
Weapons: carrying, possessing, etc.	0	0	0	0	1
Drug Abuse Violations	0	0	0	0	1